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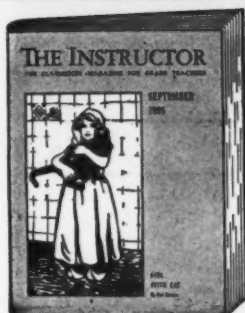
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Official Publication of California Teachers Association
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Volume 31



SEPTEMBER, 1935

No. 7

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I Visit Manchukuo

EARL M. LINHOLM, *Calxico Union High School*

*Dining Car, Aboard
South Manchurian Railway Train.
Antung to Mukden (Southeastern
Manchukuo).
July 10.*

DEAR GEORGE: I am in a muddle. I just came in for breakfast and the waiter has brought a small damp hot rolled towel in a basket. The gentleman across from me just took his out, wiped off his hands and face and carefully pulled it up over his bald head where it rests at the present moment. With no bald head what shall I do? Just a minute! Here comes the waiter with a finger bowl. His mistake; I am a foreigner.

From the car window I see a level rich farming country with only one crop, beans. Here and there is a farm-house made of earth and about the size of a box-car. Sometimes there are several in a group with a connecting wall between the outside ones. Now and then a Chinese farmer may be seen using a crude implement of cultivation. The first crop of Manchukuo is the soya bean. The second is koaliang (similar to milo maize). This cannot be seen from the train since the government prohibits its growth near the railroad because of its use by bandits as hide-outs in attacking trains.

My order for American ham and eggs is served. This train looks very much American. The car interiors are different in one respect. At the end of the car sits a Japanese soldier with a gun. This must be a frontier country!

*Yamato Hotel
Mukden, Manchukuo.
July 12.*

DEAR GEORGE: I am disappointed. I've been in Manchukuo three days and haven't been shot by a single bandit; nor does there seem to be much chance of being kidnapped. For adventure I should have stayed in the States.

Mukden is a hybrid city. From my hotel window I see wide streets and modern accidental buildings. I see rickshaws and American automobiles. The people are chiefly Chinese or Manchus.

A mile from here is an old wall some 20 or 30 feet high. If you pass through this you enter the Chinese city. Here you get a glimpse

of modern Chinese life—old buildings, narrow streets, Chinese coolies, noise, dust and filth of all sorts.

This hotel is one of a chain located in the cities along the South Manchurian Railway. It is crowded to capacity as are all the hotels in Manchukuo. I sat up during most of last night in order to get a room. This must be a frontier country!

*Yamato Hotel
Hsinking, Manchukuo.
July 14.*

DEAR GEORGE: I am a sucker. I just caught a droska back to the hotel, a block and a half distance. I thought the horse and driver would fall asleep before we arrived. On making payment I found the driver very much awake (the horse didn't seem to care). I offered him two coins and he wanted three. Then he wanted another and another until I reluctantly passed my last coin. So, I am a sucker. But, what would you have done in a Manchurian country controlled by Japan dealing with a Russian who couldn't speak English and was twice your size?

Hsinking seems to be the busiest city in the Orient. Rickshaws, automobiles and droskas move about the streets in hurried confusion. This city is the capital of the new state of Manchukuo. It has a five-year-plan of growth and development. More than a dozen modern occidental type government buildings are going up at present. The plans call for a palace for the Emperor to be built in the present outskirts of the city where landscaped grounds will furnish a setting.

The Chinese are moving into this country by the thousands to till the soil. Hundreds of homes for the Japanese are going up in the cities. A quarter of a million dollar middle school (high school) is to be erected here in Hsinking.

*Yamato Hotel
Hsinking, Manchukuo.
July 15.*

DEAR GEORGE: Today a group of us interviewed His Excellency Premier Cheng. There were eight of us. The Premier is an alert gracious gentleman who was formerly the tutor of Henry Pu Yi the Emperor. I enclose a copy of the interview. As everyone knows,

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the controlling force in the government of Manchukuo is Japanese, but certain of the government officials including the Emperor and the Premier, are Chinese.

A summary report of an interview granted by the Premier to Mrs. Winifred Mocock, vice-president of the International Women's Club of Yokohama; Mrs. G. M. Cannon, a British teacher; Janet Macfarlane, a British teacher; C. E. Holen, an American teacher, Earl Linholm, an American teacher; Roger Pfaff, an American student; and Whitney Harris, an American student traveller. The interview took place at 9 a. m., July 15. The interpreter was M. H. Ma of the Foreign Office. In attendance was C. H. Chen, Secretary of the State Council.

(After exchange of courtesies.)

Mrs. Mocock: I would be pleased to know about the general educational policies of the new state of Manchukuo.

Premier: As the population of the new state comprises different racial groups such as Manchus, Chinese, Mongols, Japanese, Koreans and Russians, the government desires them to live harmoniously, and to co-operate willingly. So the main object of our educational policy is to bring about harmony within the country and give our young population education according to the principles of Whangtao.

Our plan is to stress professional and vocational education; to teach the young people first how to make a living, then practical knowledge, and lastly, advanced studies. Our educational schedule on the whole is divided as follows:

- 40% for agricultural education.
- 35% for technical education.
- 20% for industrial education.
- 5% for advanced education.

Mrs. Mocock: Will the Chinese classics be taught in your schools?

Premier: Yes, as you know, the Chinese classics comprise not only literature but nearly every field of knowledge. Moral education will be greatly emphasized in the primary and middle schools so as to form and guide the morals of the younger generation. In this way the national morality will be raised. Accordingly, the teaching of the simple classics will be introduced in the text-books of the primary and middle schools. Advanced classics will be taught only in the universities as special studies.

(Concluded in the October issue)

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The Excursion as a Geographic Activity

ANNE GOEBEL, *Professor of Geography, State Teachers College, Emporia, Kansas*

IT is generally conceded that in the average community there is available a vast amount of material for geographic observation, hence the use of the excursion as a geographic activity is encouraged. Since the original source of the material found in books was in the local or in other communities the excursion should supply basic material for interpretation. Through the excursion the school reaches out and brings the materials of the community into the classroom, in other words the excursion affords a means by which the members of the classroom may view the materials that the community has to offer.

In this way the pupils receive first hand information. They observe the seemingly common things about them and organize them into a systematic whole. The occasional excursion offers an enlarged outlook upon the surroundings, and a feeling of respect for the contribution made by the community. In general, the excursion arouses a spirit of inquiry, develops the power of active imagination and aids in the visualization of other areas. An understanding of the local community helps in filling in the gaps when far away lands are considered.

Since direct experience with the geography materials available stimulates interest the alert teacher, well informed as to his surroundings, should take his pupils frequently into the field. He should point out the outstanding items of cultural interest in the local community and relate them to the natural. In other words, the teacher should acquaint the pupils through actual experience with their community. This informal type of personal investigation, to a certain degree within the reach of all children, appeals to them since it gives concrete realness to their geography.

In anticipation of the use of the excursion in the teaching of geography the teacher should educate his administrators and interest the patrons of the community in the work. He should begin by making a careful survey of the possible contributions of the community. Once these are listed he should secure permission from various sources for their incorporation in his plans. In every instance the teacher should be familiar with the outlay of the firm or the work being carried on in the factory before starting out with a group of children.

In many cases transportation has to be provided, and if the class is large, assistants who will lead pupils in groups to observe the items of special interest. The teacher should call attention to the highlights to be observed before leaving the classroom, since there it is relatively easy to secure a high degree of attention. Before starting on the excursion the members of the class should also be acquainted with certain very general factors concerning the cultural to natural relationships.

All of this sounds relatively simple, but administrators may not be interested in the solution of additional problems and the patrons may confuse the idea of an excursion with a general good time. It may also be difficult to interest business men in giving over their time to this outside interference. The distance of their establishments from the school plant may be so great that young children will be unable to walk there and return in a given length of time, in order not to miss some of their regular work.

The Problem of Transportation

In far too many communities the problem of transportation is a great one. Parents may be more than willing to provide the necessary cars, but the presence of additional numbers may interfere with the success of the trip. The problem of chartering a bus involves expenditure not so easily met. In spite of these handicaps excursions have made a contribution as a worthwhile activity in geography.

FOR example suppose that we consider the work of a fifth grade teacher, in a second class city of the state, who made adequate preparation for taking a group of twenty pupils to a nearby farm. A number of interesting points were listed for consideration before beginning the excursion. The parents in this case provided the cars needed for transportation. When they arrived at the 320-acre farm the farmer and his wife were ready to help show the group about and to attempt to answer the questions asked.

The teacher pointed out the general location of the farm buildings as related to the slope of the land that provided drainage from the house toward the barn and finally to the small creek at the back of the lot. The pupils noticed the material used in the buildings and assembled problems to be answered later through class-



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room activity. In addition to the house and barn they noticed the poultry house with its scratching shed to the south, the silo and other buildings that fit into the pattern of the average farm plant.

The farmer's wife led a small group to the garden and orchard at the rear of the house and her husband pointed to some cattle grazing in the pasture while other cattle were resting near the spring under the shade. The distribution of fields providing hay for the livestock during the winter as well as those growing corn and small grains were observed.

The children asked questions about the soil as well as about the amount of rainfall and the average number of frost free days. A general summary of the things seen was made before leaving the farm. This was followed by a detailed enumeration of things seen and reasons why they were seen, once the pupils had reached the classroom. The work was then correlated with the work in language, arithmetic and art.

Contrary to the type of excursion that really contributes worthwhile understandings there are others where the major interest is in no way tied to the natural environment. Certain facts and concepts may be given, but few relationships are pointed out. The contribution geographically depends largely on the ability of the

person in charge to account for the things seen.

There is an exceptionally fine store in our town that deals with chinaware, pottery and glass. When telling about his wares time and time again the proprietor enumerates the sources of the ingredients used and he establishes certain rather complex relationships. If he failed to do so the teacher would have the duty of pointing out the desired understandings, otherwise the contribution would be of the processes used in the making of pottery that would consist of cultural items alone.

THERE is also in our town an interesting coffee house where products from several countries are assembled. The proprietor has visited Brazil and other countries from which he imports several carloads of coffee annually. A trip to his house is worthwhile if he is there to tell about his visit to coffee plantations and to give certain reasons why coffee is grown on them. He is capable of pointing out the ways in which the importation of coffee is related to natural items in Latin America.

If he is not there and if the teacher is not on the alert about all that is gained from this the trip is concerned with the cultural items having to do with processes in the roasting and grinding of coffee. It is possible that a limited number of ideas about the distribution and rank of the coffee producing countries might be gained through reading the placards on the wall showing the names: Colombia, Brazil, Venezuela, Guatemala and Mexico.

If coffee were the only attraction in this wholesale house and if proprietors could get away from being absolutely human, certain items of geographic value might well be gleaned from a trip to a place where on the surface only cultural items are in evidence. The lines that follow are from a paragraph written by a fifth grade pupil for his language teacher in a system where departmental work is in progress. They were written before the teacher of geography had an opportunity to drive home a few geographic relationships.

Mr. Neill's Coffee House

"We went to Mr. Neill's coffee house this morning. We saw many bags of peanuts that had just been roasted and salted. We also saw some chocolate covered peanut clusters. The peanuts came from Texas and the chocolate from South America. Mr. Neill gave each of us some candy and he told us to help ourselves to the peanuts. We really went to the coffee house to see them roast and grind coffee, and to hear Mr. Neill tell us about his trip to Santos."

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Patriotism for Parents and Teachers

J. W. STUDEBAKER, *United States Commissioner of Education*

THE war to make the world safe for democracy is not over as some people seem to think. It has just changed its form. Great areas of our world are already utterly unsafe for democracy, in fact, decidedly unsafe for people with democratic ideas. Our primary concern is for the future of democracy here in America.

Large numbers of Americans are already enrolled in the forces fighting to preserve democracy. Their slogan is: "preparedness for citizenship." They are recruiting citizens everywhere to train themselves in an understanding of public affairs. Their technique is the adult public forum.

I am jealous of the opportunity of promoting this movement for civic enlightenment in the name of public education. It is obviously a proper function of public education to serve the great need for free public inquiry into the issues confronting our people.

What higher patriotism can be conceived than preparedness for intelligent self-government? The question is: how can parents and teachers join forces in promoting the use of the public forum technique in making America safe for a democratic future?

First, is it not important that parents and teachers, as well as superintendents and school boards be well acquainted with the methods of the true forum so that they can apply these methods in their many conferences and meetings?

Second, why shouldn't educators of all people engage in a study of the needs of the community for facilities for public discussion, and make plans for meeting these needs through the agencies of education?

Third, why shouldn't school superintendents take the lead in working out plans and programs for systematic management of public affairs forums in their communities under the direction of public education? The Federal Office of Education now plans to be of service in promoting this movement toward civic enlightenment. The experiment in Des Moines where the (*Please turn to Page 64*)

THROUGH the Sierra Educational News the San Diego teachers invite all California teachers to attend the California Pacific International Exposition. We want you to feel that the Palace of Education is your headquarters. In this magnificent building are exhibits of interest to all teachers. Hostesses are at the C. T. A. and N. E. A. booths. Teachers should make opportunity to see this great Exposition, of which San Diego is so proud.—Floyd W. Cocking, President San Diego Teachers Association.

1935 Legislature

ROY W. CLOUD

COMPLETING the longest session in the history of California, the state legislature came to a quiet ending June 16, 1935. The members, tired of the long grind, rapidly faded out of the picture and returned to their homes to resume the regular activities which they had left at New Year.

In many respects the 51st session was one of the most trying that had ever faced California. Besides the regular run of bills which had to be considered, the Senators and Assemblymen found it necessary to develop new sources of revenue to balance an ever-increasing state budget.

Under Amendment No. 1 to the State Constitution, adopted by the people in 1910, public service corporations, owners of the various public utilities, have paid a large share of state taxes for 25 years. During that period these corporations paid no taxes to the counties on their real and personal operative properties.

By Constitutional amendment adopted June 26, 1933, the people decided that the public service corporations should be taxed by the cities and counties instead of by the State. This decision forced the State to seek other means of raising revenues.

The sales tax has been increased from $2\frac{1}{2}\%$ to 3% on all purchases, except foods not served in public eating houses. Excise taxes upon intoxicants were increased. The new tax which will affect the greatest number of citizens of California is a personal income tax. Teachers and state employees who do not pay a federal income tax will be required to pay their share of the state tax on incomes. The rate fixed by the Legislature is approximately 25% of the rate now collected by the United States government.

Gasoline, franchise, automobile license and other forms of taxation will partially provide state expenses. Experts in state finance claim that the new sources will not be sufficient for all of the biennial expenses. It is probable that the next Legislature will find a deficit in the state treasury.

The Governor, the Lieutenant-Governor and the Speaker each maintained a friendly attitude towards education throughout the entire session. Governor Merriam made promises to support the public schools and provide adequate funds for their maintenance. He kept every promise made to the schools. He signed all of the educational measures of importance.

Lieutenant-Governor Hatfield was co-operative and willing to help the school representatives whenever the opportunity presented. Like the Governor he is entitled to the thanks of all interested in education.

Speaker Edward Craig also was a consistent friend of the public schools. Mr. Craig made no promises prior to his election as speaker. His committee appointments and his helpfulness during the long session were decided factors in the maintenance of a good educational program.

Senator Chris Jespersen, as chairman of the Senate Education Committee, and Honorable Ford Chatters, chairman of the Education Committee of the Assembly, were particularly courteous. Both of these gentlemen gave a full support to a liberal, progressive public school system. Every member of the Education Committee in the Senate gave most thoughtful study to the bills presented for their consideration. The senior of all of the legislators, Senator Herbert W. Slater of Santa Rosa, would not let any bill be voted upon until he first learned the attitude of the school representatives.

On the floor of the Senate, Senator William Knowland ably advocated the two tenure bills and several other educational measures sponsored by California Teachers Association. Senator Will R. Sharkey successfully piloted the teachers retirement salary bill. Senator Harry Parkman assumed responsibility for other C. T. A. proposals. There was not one adverse vote in the Senate on any major educational bill.

In the Assembly Education Committee, the members as a rule were receptive to the wishes of the school representatives. With but few exceptions, the members of the Assembly Committee listened to the explanations of the accredited school representatives.

In the Assembly, Thomas J. Cunningham of Los Angeles, who so successfully handled the teacher tenure bills and several other school proposals, J. G. Clark of Long Beach, one of the co-authors of the retirement law, C. C. Cottrell of San Jose, who secured the letter from Governor Merriam allowing the retirement bill to be considered before the passing of the budget, Gardner Johnson of Berkeley, who with Mr. Cunningham fought the attempt to pass any proposal which would limit the use of supplementary school texts, Ray Williamson and James F. Brennan of San Francisco, who were ready at any time to sponsor good proposals or oppose unwise school legislation, are but a few of the consistent friends who worked for the continuation of good schools in California.

There never has been a session of the California Legislature wherein so many members were consistent supporters of education. The members mentioned above have been named simply because of their outstanding help.

The entire texts of the tenure and retirement laws will be published by C. T. A. Mr. Kersey has announced that a digest of school legislation will be distributed shortly. The titles of the school proposals, 76 in number, which were signed by the Governor are:

Senate

S. C. R.

- 15 McGovern. Cabrillo Day.

S. B.

- 51 Fletcher. Interest rates on bonds.
53 Garrison. Junior college buildings.
75 Reindollar. Appropriation for Nautical School.
99 Knowland. Unapportioned school funds.
124 Jespersen. Validation of bond issues.
133 Garrison. Fees for junior college.
176 Seawell. Validation of school bonds.
179 Seawell. Validation of school bonds.
181 Seawell. Validation of school bonds.
230 Difani. Indian reservations.
231 Difani. Indian attendance.
245 Slater. High school courses in elementary schools.
260 Garrison. Changing date of school board elections.
308 Garrison. Establishment of junior high schools.
376 Deuel. Contracts between state teachers colleges and elementary schools.
442 Crittenden. Private college control.
443 Edwards. Establishment of new boundaries.
560 McGovern. Payment of judgments.
652 Jespersen. Apportionments to schools.
653 Jespersen. Gifts to schools.
654 Jespersen. Elections expenditures.
658 Jespersen. Transportation to agricultural activities.
663 Jespersen. Transportation, school busses.
770 Scollan. Credit unions.
886 Jespersen. Sale of school property.
887 Jespersen. Disposition of property, boundaries changed.
888 Jespersen. Junior college attendance. Void through veto of A. B. 1343.
984 Scollan and Slater. Junior college appropriations.

Assembly

A. B.

- 56 Martin. Alcohol and narcotics.
57 Chatters. Procedure in trustee elections.
106 Lyon, et. Use of school buildings.
166 Chatters. Safety construction of school buildings.
174 Minard, et. Change in name teacher colleges.
189 Patterson. Insurance on rural supervisors in Work Commission Insurance.
295 Chatters. Attendance reports in joint union districts.
310 Turner. Apportionment to high schools in elementary districts.
414 Chatters. Emergency schools and transportation.
429 Donnelly. First aid kits.
439 Chatters. Subscriptions of periodicals.
450 Jones. Registration of warrants.
523 Scudder. Cost of school election.
528 Geyer. Computation of emergency average daily attendance.
585 Nielsen. State employees retirement system.
621 Johnson. Aid for deaf and blind pupils.
736 Cunningham. Withdrawal from high school districts.
765 Chatters. Age as to entrance to beginning classes.
794 Clark, et. C. T. A. Retirement.
834 Wright. 5% limitation.
848 Field. Boundaries, correction and relocation.
927 Phillips. Development of vocational education.
928 Phillips. Revolving fund for supplies.
930 Phillips. District budgets.
934 Williamson. Teacher college non-resident tuition.
961 Cunningham. C. T. A. Tenure.
962 Cunningham. C. T. A. Tenure.
988 Minard. Limitation on high school credentials.
999 Geyer. Civil Service for non-certificated employees.
1117 Wright. Director of education to control teacher college funds.
1181 Burns. Apportionment of state funds to schools.
1186 McMurray. Liability of school officers and employees.
1201 Utt. Validation act.
1205 Waters. Unification of co-terminous districts.
1264 Lyon. Borrowing money by school districts.
1382 Cunningham. Tenure of probationary teachers in districts of 60,000 average daily attendance.
1529 Utt. Validating act.
1631 McCarthy. Registration of warrants.
1639 Pelletier. Formation of joint elementary districts.
1645 Williamson. Reports of bonded indebtedness.
1751 Geyer. Computation of average daily attendance in 4-term schools.
1880 Williamson. Balances due deceased annuitants.
1977 Andreas. Vacations of teacher college and other faculties.
1992 Field. Approval of state salaries.
1993 Field. Approval of state contracts.
2134 Pelletier. Establishment in Los Angeles of insurance fund to cover fire losses.
2183 Riley. State inheritance tax.
2502 Cunningham. Compensation for Los Angeles Board of Education.

INFORMATION concerning any of these proposals may be obtained by writing to the State Department or to California Teachers Association.

So far as my own observation over a period of many years, there never has been a session in which such harmony existed among those who are interested in the public schools. California Teachers Association throughout the

entire session supported the State Department of Education program. Deputy Sam H. Cohn and Administrative Advisor Alfred E. Lentz, who represented Mr. Kersey at the various committee meetings, ably assisted California Teachers Association in its program. The same is true of the representatives of the Affiliated Teachers Organization of Los Angeles. C. R. Briggs and Ray Eberhard, who were in charge of the legislation for the southern city, assisted materially in the program which our organization sponsored.

John F. Brady represented the schools of San Francisco at numerous meetings and also could be counted on at any time to contact members of the committees and of the Legislature.

Schools of California are to be congratulated upon having maintained all of their best features. In addition, several beneficial changes have been made in existing laws.

* * *

Reading for Fun

"READING FOR FUN" is to be the theme of the 1935 Book Week, November 17 to 23. It is to be a seven-day festival devoted to the enchantment of reading, with children who have already discovered books that absorb and delight them sharing their joy in reading with others who have not yet found out how much sheer fun it is to read. While some boys and girls enjoy reading for information and authors and publishers in recent years have provided very delightful books of this type for young people, the chief emphasis during the 1935 Book Week will be on the broad field of imaginative literature, the classics and modern tales of character, of far places, of humor and fantasy.

In "Roads to Childhood," Anne Carroll Moore says "Dreams, fancies, humor, are the natural heritage of childhood and are at the foundation of what is beautiful and poetical in literature, art, and human experience. Never in our history has there been greater need for men and women of vision and power to persuade. These qualities may, and assuredly do, take form and clarity from the facts of science, but they live only in literature and in the aspirations of the human heart."

A new poster and leaflet of suggestions for Book Week exhibits and programs is ready. Schools are requested to send the usual fee of 25 cents to the National Association of Book Publishers, 347 Fifth Avenue, New York City.

Planning Society

JOHN A. SEXSON, superintendent of Pasadena schools, and president, California Teachers Association, in his opening address at a recent three-day conference on adult education held at University of Southern California, Los Angeles, declared that adult education will have significance only when its program enables citizens to find a better solution to their problems.

"The place of adult education, or any other institution, in our society depends upon the type, or kind, of service it renders to that society," he stated. "Adult education will be significant for the individual so long as it serves individual needs. It will be significant for the society in so far as it serves the broader needs of the society. Those who direct adult education will determine the place it is to hold in our social order by the kind of program they set up, and by the kind of service they render. If they turn their energies toward relatively unimportant issues or services with respect to relatively unimportant needs, they may expect adult education to hold a relatively unimportant place.

"In a 'planned' society, adult education might properly devote itself to rationalizing the status quo. In a 'planning' society, if it is to take an important part, it must perform important functions with reference to planning. We do not want a 'planned' society, but a 'planning' society in which change is gradual and intelligent, rather than sudden and radical.

Gradual and Intelligent Changes

"We should bear in mind that it is the culture, after all, that determines the course which a society takes. By a culture we mean the accumulated, communicable answers which mankind has found for his problems. To find better answers we must make use of intelligence and critical thinking.

"These factors, therefore, become a part of the culture, and all of the institutions of such a society are confronted with the necessity of continuously criticizing the society in an effort to arrive at better solutions. This opens the way for 'academic freedom,' for recognition of the importance of intelligence, and for the utilization of critical thinking."

Nearly 250 educational leaders attended the beginning session on the philosophical aspects of adult education.

Another Pail of Water

J. W. CRABTREE, *Secretary Emeritus, N. E. A., at the Life Membership dinner in his honor Denver*

I DO not have words to express the appreciation which I feel on this occasion. Had I the words I am sure I would not have the voice. Yet I feel that I ought to say a few words at least.

For some reason or other my mind goes back to an incident 64 years ago this summer. My mother had sent me to a nearby spring for a pail of cool water because we had company for dinner. When I returned Aunt Sally discovered pebbles in the bottom of the pail and asked me about them. I told her I put them in. I thought they looked nice. I said it was fun to see them go down through the water. She was not pleased and called my mother's attention to them.

My mother looked into the pail and then with sympathy into me. I tried to explain. "I am sorry," she said, "but I know you meant all right." A moment later she handed me a piece of pie which somehow I could not eat just then.

I heard my aunt say on the side, "Sarah, you are certainly spoiling that child." Finally, my mother thought we needed another pail of water and told me to run and get it. This was my opportunity. I soon returned and this time without the pebbles. I could then enjoy my pie.

I cannot help thinking that if Aunt Sally were here tonight to hear all these praises and to hear not one word about my faults she would say right out, "All you big educators, you are certainly spoiling that child."

The pail I brought you, up to this evening, has the bottom covered with pebbles. But, Mr. Chairman, I beg you to give me the chance my mother did. I do wish you would send me for another pail of water.

* * *

We Go to Denver

ROY W. CLOUD

THE California special train for the National Education Association convention left on Wednesday, June 26. A carfull of Southern California members of the Association left Los Angeles at 8 o'clock in the morning and joined the delegates from Northern California at San Francisco; at 9 o'clock the combined party of 83 teachers began the trip.

Thursday, an ideal day, was spent at Lake Tahoe. Friday, at Salt Lake City, was filled

with interesting sightseeing. On Saturday morning, Colorado Springs afforded a pleasant stopping-place for three hours. The journey's end at Denver was reached at 4 p. m. Saturday.

Beginning with Saturday night and continuing throughout the week, the National Education Association gave the more than 300 Californians and the 15,000 other visitors instruction, inspiration and help.

The California Breakfast

California Breakfast, on Monday morning at the Brown Palace, seated 255 Californians and former residents of this state.

J. Russell Croad, N. E. A. director for California, presided and presented Willard E. Givens, secretary of N. E. A.; Fred Hunter, president, University of Denver; Dr. Henry Lester Smith, president, N. E. A.; Florence Hale, former president, N. E. A.; Jessie Gray, former president, N. E. A.; Dr. Willis Sutton of Atlanta, Georgia; A. L. Threlkeld, superintendent of schools, Denver; Mrs. Inez Johnson Lewis, state superintendent of public instruction, Colorado; Cameron Beck, New York Stock Exchange; John A. Sexson, president California Teachers Association, who introduced the presidents of the several Colorado colleges and of the state university; Mrs. Eugenia West Jones, president, Kindergarten-Primary Association; Mrs. Georgia B. Parsons, president, National League of Classroom Teachers; T. D. Shankland, secretary, Department of Superintendence; Joseph Marr Gwinn, former president, California Teachers Association; and other distinguished guests.

The preparation for the Breakfast was made by Miss Helen Holt of Alameda and Mrs. Natalia Morgan of Los Angeles. These ladies with their helpers, were indefatigable in their efforts to make the breakfast one of the most successful that has ever been enjoyed by a group of Californians. The tables were beautifully decorated with peonies, snap-dragons, gladiolas, and ferns. The teachers of Los Angeles prepared boutonnières for all present. The speeches were excellent, so the occasion was one of exceptional enjoyment.

The week was filled with panel discussions and with speeches by notable educators.

The symposium in this issue by delegates, gives a picture of the inspirations gained by some of our own Californians.

* * *

Education on the Air

LEGISLATION should be enacted which will safeguard, for the uses of education, a reasonable share of the radio broadcasting channels of the United States. State and national school officials should develop the technics for using the radio effectively in education.—Adopted by the National Education Association, Denver, Colorado, July 4, 1935.

N. E. A. Convention at Denver

A symposium by California delegates

THE meeting of the National Education Association in Denver devoted a major portion of its attention to the relationship which education and educators should bear to the profound changes in process in our national government and national economics.

Somewhat a repetition of the positions taken in the February meeting in Atlantic City, the university men were found, for the most part, far to the left, the superintendents and teachers, who deal with the problems more directly, were much more conservative;—not at all certain that it was the task of the school to "build a new social order."

All were united in the opinion that a large measure of federal aid should be available for impoverished and backward regions in order that equality of educational opportunity might be afforded the youth.

Denver newspapers were more than usually prone to play up alleged controversies. "Assailed," "condemned," "plunge into politics," "split up wealth," "convention stampeded," and such terms featured the headlines. As a matter of fact it was a harmonious convention, rather conspicuous in the absence of acrimonious debate.

The convention championed academic freedom, pensions for teachers, tenure where none now obtains, support of the National Education Association afforded to teachers ousted from their positions for reasons not in accord with ethical principles. It is always to be expected that one of the objectives shall be "to make education a more vital influence in the life of every American."

There are always some radicals to be found in every group, and this element exposes the whole convention to charges of subversive principles. There was a general agreement that education support the principle expressed by Dr. Fred J. Kelly of the United States Office of Education, "The function of our group should be less debating of political issues and more discussion of the basic social facts underlying those issues."

Among resolutions adopted was the following: "We believe that the fundamental principles of American democracy are the best so far devised by the mind of man to govern a

free people, and pledge ourselves to so teach the children of America."

A large portion of the California delegation traveled to Denver in a special party, and many friendships were formed, problems discussed, and plans made which should bear fruit in the attitude of the California Teachers Association to the great parent organization, the National Education Association.—Frank A. Henderson, superintendent, Santa Ana City Schools, N. E. A. State Director for California.

* * *

LAST year I enjoyed my trip to Washington so much that then I determined to go with the California delegation on the "Special" to Denver.

Our trip was delightful. First, the stop at beautiful Lake Tahoe. While there for the day, I enjoyed everything to the full; the lake, the trees, the wild flowers and the birds.

We reached Salt Lake City just in time for the organ recital at the Tabernacle. Then dinner, a ride and back to our train.

Denver stands for the most pleasant contacts; at the breakfasts, the luncheons, the sessions and en route on the "Special."



Frank A. Henderson, N. E. A. State Director for California (See Page 31)

The convention aroused in me more interest in the things which go to make for teacher security and advancement.

Much important work was accomplished but none more so than the triumph of academic freedom or the right of "presenting different points of view in order to aid students to adjust themselves to . . . the changing social conditions."—Cora M. Holt, Teacher, Fern Avenue School, Los Angeles.

* * *

"NEVER in its whole history has the National Education Association assembled to discuss problems of more concern to fathers and mothers and other citizens than those which it faces today." With these words, President Smith opened the convention setting the picture for a vigorous and strenuous five days of challenging effort.

The democratic spirit exhibited at all delegate assemblies brought forth a feeling that only the spirit of independent thinking so well established by our forefathers was to be preserved.

A new organization will seek to determine what is necessary to do in the field of public relations to encourage a better understanding of educational problems—National Association for Educational Publicity. If nothing else was done during this convention this new forward looking group thus organized will be worth any expenditure.

In closing the teachers of Colorado are deserving of being classed as the world's best people. In co-operation with other local organizations a trip to the Rocky Mountain National Park on Friday, July 5, was by far the finest expression of friendship and goodwill I have ever witnessed.—Marie L. Spencer, Oakland Teachers Association, Elementary Teachers Section.

* * *

IN general, the morale of the host of 15,000 attending N. E. A. at Denver seemed noticeably higher than a year ago (a state not attributable to the altitude).

Conditions in many school situations are still far from good, but, perhaps because they breathe the optimistic atmosphere of youth, per-

haps because they are pursuing a "task with a vision," teachers looked happy and prosperous.

Only one note of regret could be heard, namely the impossibility of attending more than one session at a time. The program was so vital and varied that one was torn between the duties of a delegate and the desires of a devotee.

The continuous demands upon Mr. Roberts, parliamentarian, demonstrated the wisdom of having that person in constant attendance.—Renette Butler, Teacher, Westwood Elementary School, West Los Angeles.

* * *

OF the convention meetings, I was particularly impressed by the panel discussion led by Dr. J. W. Studebaker on Adult Education. The need was emphasized of bringing all of the people in the community, not simply the children of school age, into a vitalized program of education. Forum groups under the finest type of leadership are necessary in every community for the formulation, expression, and testing of opinion on public affairs.

The principle of academic freedom was one of real moment in the convention. My impression is that we as educators "protest too much" on the subject. In my opinion we should assume such freedom and act sanely and with discretion on that assumption, rather than make the principle a subject of public controversy, and so give certain newspapers and periodicals an opportunity to garble the facts and misrepresent our aims and attitudes.—Grace I. Knoles, Teacher of English, Washington Union High School, Centerville, Alameda County.

* * *

HAVING been rather active, during the Denver convention, with the affairs of the Department of Elementary School Principals, it was impossible for me to attend as many of the general sessions as I should have enjoyed attending. Throughout the convention, however, I was impressed by the seriousness and by the high professional attitude with which those in attendance were considering their problems. In the program of the Department of Elementary School Principals, the high

CALIFORNIANS who were elected to N. E. A. positions at the Denver meeting included:

Vierling Kersey, Sacramento, vice-president; Joseph Marr Gwinn, San Diego, board of trustees; Frank A. Henderson, Santa Ana, director for California; Harley W. Lyon, Pasadena, president, department of elementary school principals; Eugenia West Jones, Los Angeles, president, kindergarten-primary department; Albert M. Shaw, Los Angeles, western director, classroom teachers department; John N. Palmer, Placerville, credentials committee; Ada V. Withrew, San Jose, resolutions committee; Ida May Lovejoy, San Diego, necrology committee; Helen Holt, Alameda, vice-president, League of Classroom Teachers.

point of interest was in the panel discussion of the topic, "The Environment and its Relation to the School." Elementary schools are very close to their communities, and this topic brought into consideration many ways in which those schools can better serve their communities and at the same time, make use of the environment to improve the experiences of boys and girls within the schools.—Harley W. Lyon, Principal, Longfellow School, Pasadena.

* * *

A NATIONAL movement to teach teachers how to approach the public was inaugurated in Denver.

Public relations officers of schools throughout the country met and formed the National Educational Public Relations Association.

Miss R. Helen Anderson of the Denver public schools was elected president. N. H. Hubbard, director of public relations for the Affiliated Teacher Organizations of Los Angeles, was elected secretary.

A national program for improvement of school public relations was advocated by W. Harold Kingsley of Los Angeles and agreed on.

One of the proposals is for establishment of courses in all teachers colleges to instruct the teaching profession on public relations.—N. H. Hubbard, Los Angeles.

* * *

I WAS most impressed by the report given by the N. E. A. secretary at the meeting of the presidents on Sunday night. I am firmly convinced that the N. E. A. is now doing what should have been done two or three years ago. I refer to the proposed definite formulation of a legislative program and the plan to carry it to a successful fruition by practical means.—R. B. Huxtable, President, High School Teachers Association of Los Angeles City.

* * *

NATIONAL Council of Mathematics Teachers held a three-days' conference at Denver. The writer was one of three California teachers who registered at the Council headquarters. The Denver teachers were most hospitable. The guests will remember always with pleasure the delightful dinner Saturday, the wonderful all-day mountain trip to Echo Lake Sunday, and the breakfast Monday, besides many other courtesies received during their sojourn in Denver.

Someone said that it is necessary to listen to some speeches as an excuse for holding a convention; however, it was no punishment to hear the scheduled addresses. This was true, also,

of the various sessions of the N. E. A. which one teacher attended. She wishes to give honorable mention to the addresses by Miss Hildebrandt and Dr. Stoddard, and to the symposium on The Health of the Teacher.—Edith I. Brown, Teacher, Corona High School.

* * *

THE Denver meeting was outstanding in my experience with N. E. A. gatherings in three respects: first, and longest to be remembered, was the hospitality of the Denver classroom teachers and of Chancellor and Mrs. Hunter of Denver University. Next, comes the meeting in which Dr. Kilpatrick and Superintendent Stoddard presented the pros and cons of free speech and academic liberty to three packed audiences in succession.

And, last and perhaps most impressive of all, the great evening meeting which closed the convention, when Senator Nye held us all in close attention while he presented well-substantiated facts as to the nefarious world trade in munitions and our share in it.

From the standpoint of more limited interests, the Department of School Health and Physical Education held two successful meetings. The first, with the largest attendance in many years, was a joint meeting with the Department of Secondary Education in celebration of the tercentenary of secondary education and the fortieth anniversary of the organization of the Department of Health and Physical Education. Mrs. Smith, a hale and hearty lady of 87 summers, who had been the moving spirit in the original organization, was present and told us with undimmed enthusiasm of her faith in physical education and its future. She herself constituted an admirable testimony to its efficacy in one case at least.—Edna W. Bailey, associate professor of education, University of California, Berkeley.

* * *

THE N. E. A. has a dignity and an ability to do business that may well extend its influence through proper public relations departments, toward a much better set-up in the national legislative bodies, especially for education.

The committee work is usually well-done for so large an organization, and the reports of such committees are of immense value to the teachers at large throughout the country.

There is, however, a lack of appreciation on the part of the teachers, for the work of this great organization. This could be largely

counteracted by the right kind of publicity through organized publicity departments. These departments in their publicity should make a definite drive for 100% membership in the N. E. A. throughout the United States.

The speakers were of high calibre, and were instructive and inspirational. It is to be noted that adequate publicity was given to all of the speeches with the exception of the most excellent one given by Senator Nye, which, for obvious reasons, was entirely ignored by the newspapers.—E. B. Couch, Los Angeles, Chairman, State Tenure Committee, California Teachers Association.

* * *

“UNITED States should spend as much for education as for wars.” Jesse H. Newlon, past president of N. E. A.

“The greatest problem in America today is to make democracy work. It must be done through adult education.” J. W. Studebaker, U. S. Commissioner of Education.

“Radio is the greatest educative force in America today. It will build up the right sort of thinking and voting.” Florence Hale, director of radio for N. E. A.

“Teachers sometimes forget that the law prohibiting the teaching of religion in the schools should also prohibit the teaching of infidelity.” Dean L. Cowles, University of Utah, Salt Lake City.

“The school house should be a service station for the entire procession of humanity at all ages and levels.” Agnes Samuelson, State Superintendent of Iowa N. E. A.; president-elect.—Vida Hollenbeck, delegate from San Diego County Teachers Association.

* * *

SO many of the delegates will write about the convention itself. I think I will tell some of the little details that are necessary to carry on such a big enterprise as the N. E. A.

The personal contact we had in the Kindergarten Primary Department headquarters proved that we must find some way to get next to the teachers in the small cities and rural districts. They want practical suggestions for class-work, and eagerly pored over the pictures of classroom activities that we had on exhibit in the headquarters. They wanted new ideas—better facilities for teaching—What are you doing in your city? How many children do you handle a day? Can you tell me how to mix calcimine, and make clay unbreakable? These questions

could be answered by having practical demonstrations somewhere at the convention.

An interesting meeting was called by President Smith for the department presidents, to review what each department was doing and in this way let others profit by what was being done in the departments, and also enable these department heads to ask questions as to any N. E. A. proceedings and business set-up. Here's hoping that California will head the list in 1936 in membership and loyalty. I pledge my support more than ever for 1935-1936 and let us all get on the N. E. A. Special for membership for this year.—Eugenia West Jones, Los Angeles, President, Department of Kindergarten Primary Education, N. E. A.

* * *

THE convention was a great success. I enjoyed every bit of it. The California Breakfast started things off with a fine flourish. The reception given by Governor Johnson to President Smith at the Capitol Building furnished a splendid conclusion for the first day. The Classroom Teachers Dinner was a grand event, wonderfully planned and exceedingly delightful. I shall never forget the all-day trip to Estes Park and the marvelous courtesy and generosity of the Colorado people. All through the week there was nothing too small or too great to be included in their hospitality.

The sessions were all well-planned and profitable. The most helpful to me were the panel discussions. The one conducted by Dr. B. R. Buckingham of Ginn and Company on Wednesday evening was a real discussion on “The Economic Status of the Teacher.” It seemed to touch all sides of the question and was most interesting and helpful. I only wish I could carry it all home to those who were not fortunate enough to attend.—Helen E. Wheat, Teacher, Garvanza Elementary School, Los Angeles.

* * *

THE decisive stand for academic freedom taken by the teachers during the third representative assembly may prove to be the most important carry-over from the convention.

It was apparent that the delegates were not contented with the mild resolution originally submitted. As first formed it smacked of over-cautious conservatism couched in rather general statements which would convey to the public a rather weak stand.

However it served its purpose in drawing fire from members on the floor, who made the amendment necessary for a real stand on aca-

demic freedom. The amendment was carried by an overwhelming vote. This incident gives one a reliable index as to how teachers feel regarding this principle of democracy. At Denver they have demanded professional protection in their right to present to both pupil and public, the facts on both sides of the many controversial issues that confront us today.—Charles L. Hampton, Teacher, Piedmont Junior-Senior High School; chairman, East Bay Science Section, C. T. A.

* * *

THE convention in Denver was an outstanding meeting in several ways. The trip on the California special and the entertainment furnished by the city of Denver were marvelous. The playday on Friday, when we were given excursions into the mountains and opportunities to see the parks of Colorado, was a day of fun, rest and profit.

All sessions of the convention were business-like, harmonious and inspiring. The question of academic freedom was the central theme around which most of the discussions arose. Out of the arguments came helpful thoughts that will guide to a successful solution many of the public school problems.

The question of permanent federal aid for the schools opened new avenues of approach to the many difficult problems now facing the public schools of America.

The convention was thoughtful in its deliberations, careful in its decisions and encouraging to the teacher in the classroom.—William A. Tucker, Teacher of Mathematics, Hamilton Junior High School, Long Beach.

* * *

THE outstanding part of the convention from my point of view can be expressed by two thoughts. First, there was a decided effort on the part of those who took part in the program to look more vitally into the real educational and teaching problems that they were discussing. The theoretical and academic discussions which usually prevail at these meetings were for the most part absent. This made the discussions and papers more interesting to those who are interested in dynamic education.

Secondly, there was a distinct recognition of education as a part of the life work of the community rather than something separate from the ordinary details of life activity. Many of our ideas of teaching which we have considered essential must stand the test of investigation and non-academic research in order to maintain their places in the curriculum. This thought

was not so much to make radical changes in the course-of-study and its nomenclature as the idea that those subjects that are to be placed in the school must prove their right to be placed there.—Henry I. Chaim, head of business department, High School of Commerce, San Francisco.

* * *

THE Denver meeting was outstanding in three respects.

First, there was a permeating spirit of release from old inhibitions. Not always expressed in action, it was nevertheless a constant reality. Even so, teachers, as never before, expressed themselves against ancient social repressions, whether originating inside or outside the schools. A corollary to this spirit of release was the fight for academic freedom as it developed in the business meetings.

Second, there was evident a new interest in social problems. Programs, speeches, round table and panel discussions and committee meetings were permeated with this lively interest in current affairs.

Third, there was everywhere evident a Western spirit of friendliness and hospitality. More than the usual quantity and quality of entertainment was provided for all attendants.—C. H. Woodruff, Supervisor of Secondary Education, Long Beach.

* * *

WHEN human rights are discussed in educational circles, or even in other circles, they lead to the vital issue of academic freedom. Academic freedom should be understood as meaning the opportunity to say freely what one sincerely believes; but this opportunity must be earned by the person through his being thoroughly informed on what he wishes to say and through his having a sincerity of purpose which will assure constructive results and the bettering of human conditions. Unless a person is conscious of his obligations to participate effectively in helping to improve human conditions, he is not entitled to the right of academic freedom.—Nicholas Ricciardi, president, San Bernardino Valley Junior College.

* * *

ALTHOUGH academic freedom and adult education occupied a large space on the N. E. A. program, a subject of equal importance, that of the "Needs of Youth," attracted attention and was discussed briefly. Robert Bush, president, Associated Students, Greeley, presented the situation in a convincing manner. The discouragements encountered by our young

men upon graduation of not being able to carry on the work for which they have fitted themselves was pointed out. He also called our attention to the fact that although the C. C. C. movement has been of great help to the unemployed boys, little is being done for the girls. The crisis in the lives of our present generation must be met if we expect to save our boys and girls from the pitfalls of idleness and non-employment.—May Howell Dodson, Los Angeles City Teachers Club.

* * *

I WOULD say that the most outstanding features of the meeting, aside from the remarkably fine music which Denver seemed able to produce at any and all times, were two lay addresses. One, the invocation at the general session on Monday night by the Reverend William H. Higgins, which was listed as an invocation but proved to be a most brilliant evaluation of the fine work done in the public schools by the many men and women engaged in the teaching profession. Apparently Reverend Mr. Higgins has memories of noble men and women who had materially affected the future of his life and had given him, as Barrie puts it, roses in December.

The other was the statesmanlike address on "Education and the General Welfare" by the Honorable Edward P. Costigan, the United States Senator from Colorado. The address was both logical and beautiful and should have a wider circulation than it will receive as an N. E. A. address.—Sam H. Cohn, Deputy Superintendent of Public Instruction, Sacramento.

* * *

AFTER the convention I visited Boulder Dam. Each in its own way gave me an impression of strength, power and service. It took unity of purpose to build Boulder Dam. Unity of purpose permeated the N. E. A. convention. That purpose, summed up in one word, is Service.—James H. Goold, Oakland Teachers Association.

* * *

THE convention showed that the organization was consistently progressive throughout. While supporting the idea of academic freedom, the delegates were careful to discriminate as to the meaning of this freedom in unanimously adopting the amendment that "We believe that the fundamental principles of American democracy are the best so far devised by the mind of man to govern a free people, and pledge ourselves to so teach the children of

America." The interest displayed by delegates in discussing the provisions of the new charter showed that the members are awake to the great possibilities of the N. E. A. and a determination to safeguard the rights of the children of America.—John E. Doren, Teacher, Eureka High School.

* * *

THE Department of Classroom Teachers constitutes a large majority of the whole N. E. A. membership, now approximately 188,000. And in appropriate proportion to their numbers, the members are becoming increasingly active and effective in their work for the success of our great national organization.

Among the topics covered were such problems as the methods used in securing desirable legislation, a more modern tax program, better financial support, better tenure conditions, an improved social, professional and financial status for teachers, improved conditions for handicapped and underprivileged children, and modern courses of study.

The Department has also shown leadership in N. E. A. policies, having been active in supporting the re-organization plans for the national association, the national child labor amendment, improved teacher training conditions, Federal aid for education, better educational radio programs, opposition to "block booking" in moving pictures, strong support for world peace, tenure, retirement, and a reasonable recognition for academic freedom.—Albert M. Shaw, Los Angeles.

* * *

AS in the past, the annual dinner, Department of Classroom Teachers, was the outstanding social event of the convention. More than 700 classroom teachers and their friends attended the dinner in the Silver Glade, Cosmopolitan Hotel.

Daisy Lord, president of the Department, presided, and presented the guests and new officers. The Colorado Cowboys rendered several of their musical numbers and Estelle Philleo, a composer, presented a number of her compositions.

Josephine Roche, Assistant Secretary of the Treasury, was the honored guest. She discussed the social security plan of the present administration.

Dean Henry Lester Smith, retiring President of N. E. A., took this occasion to express his gratitude for the co-operation accorded the na-

tional organization by the classroom teachers during his presidency.

Mary Ralls of Kansas City succeeded Miss Lord as president of the Department.—Helen F. Holt, president, C. T. A. Bay, Section Classroom Department.

* * *

FOR California delegates the convention was given a glorious start with the California breakfast. Here one immediately felt the real contact of Western and Californian enthusiasm. Dr. Stoddard of Rhode Island said much of vital importance to teachers.

For the classroom teacher the convention was not complete unless one were present at the classroom teachers dinner. The Western theme, clever favors and music, as well as associations, made it a delightful way in which to complete the convention.—Mrs. Phoebe White, president, Stockton Elementary Teachers Association.

* * *

AN outstanding feature of the convention is the opportunity it furnishes for educators from every branch of the profession and every section of our state to get together and exchange ideas. Because of the spirit of good fellowship which marks the trip on the special train, and the California breakfast, much progress is made toward mutual understanding of California school problems.

May I use this opportunity to express my appreciation for the co-operation of all school people who contributed so generously of time and effort to arrange convention trips, conduct membership drives, and helped in making activities of the N. E. A. successful.—J. R. Croad, district superintendent, Monterey; former N. E. A. State Director for California.

* * *

AS president of the Classroom Teachers Department of the California Teachers Association Southern Section, it was my privilege to represent that Department.

The outstanding social event was the dinner held on Thursday evening at the Cosmopolitan Hotel. Josephine Roche, Assistant Secretary of the Treasury, was the principal speaker of the evening, and brought a very instructive message explaining the purpose of President Roosevelt's social security plan providing relief work and employment for the youth of the land. Beside Miss Roche, many other distinguished visitors were guests of the Department. Miss Lord proved an ideal hostess and made everyone feel that the time was passing all too quickly.—Flora N. Cohn, President, Classroom Teachers Department, California Teachers Association, San Francisco.

(Symposium continued on Page 42)

Californians at Denver

MRS. RHEA E. ALLEN, Long Beach; Hubert C. Armstrong, Oakland; David Roy Arnold, Avalon; Carrie C. Autrey, Tracy.

Edna Bailey, Berkeley; Alfred E. Baker, Oakland; Claude Baker, Santa Barbara; Mrs. Frances E. Baker, Oakland; A. E. Balch, Fresno; Mrs. Sidney D. Balch, Fresno; Mrs. Mary A. Ball, Sacramento; Pearl M. Barker, Long Beach; George F. Barnes, San Francisco; Mildred Barr, Fresno; Phyllis Barr, Fresno; Alfred C. Baxter, Oakland; C. W. Beers, Berkeley; J. J. Berry, Oakland; Charles L. Biedenbach, Berkeley; J. E. Birch, Willows; Anna Blackstone, San Pedro; Mr. and Mrs. Burt Blodgett, Red Bluff; S. H. Bowman, Los Angeles; Emery Brolliar, Sacramento; Mr. and Mrs. C. L. Broadwater, El Segundo; Edith Brown, Corona; Herman Buchser, San Jose; Harry L. Buckalew, Fresno; John M. Burk, Berkeley; Mr. and Mrs. George C. Bush, South Pasadena; Renette Butler, Los Angeles; Alice G. Byrne, Oroville.

James A. Callaghan, Sacramento; Elmer L. Cave, Vallejo; Henry I. Chaim, San Francisco; Edith Chapman, Berkeley; Alice C. Chapin, Los Angeles; Mrs. Rose C. Clayton, Alhambra; Mrs. Evelyn Clement, Sacramento; Roy W. Cloud, Redwood City; Flora N. Cohn, Los Angeles; Mr. and Mrs. Sam H. Cohn and Jean, Sacramento; Ruby Cooper, Pomona; Arthur Fisher Corey, Santa Ana; Mr. and Mrs. E. B. Couch, Glendale; R. A. Coverdale, Banning; Ida L. Crawford, Oakland; J. R. Croad, Monterey; Margaret M. Croak, San Francisco; Glenn E. Crowley, Los Angeles; Frank Cummings, Chico; Bessie M. Curtis, Piedmont.

Donald L. Davis, Oakland; C. F. Denham, Hanford; Homer Derr, Los Angeles; Lucile Derr, Los Angeles; Mrs. May Dodson, Los Angeles; John E. Doren, Eureka.

George Eby, Richmond; Mrs. Mattie C. Edmonds, Los Angeles; Muriel Dana Emerson, South Pasadena; Sallie Estes, Oakland; Billye Pearl Eubanks, Hollywood.

Jessie V. Farr, Los Angeles; Mabel C. Fergus, Long Beach; Minerva Ferguson, Lakeport; Allene Fisher, Santa Cruz; Louis F. Foley, Hollywood; James G. Force, Salinas; Margaret Franzen, Chico.

Dorothy Gansberger, San Lorenzo; George H. Geyer, Westwood; Mrs. T. H. Gibson, Los Angeles; Blanche L. Garrison, Los Angeles; Martha Goldberg, San Francisco; F. A. Goldman, Oakland; James H. Goold, Oakland; Virginia J. Green, Los Angeles; Myrtle Gustafson, Oakland; Joseph M. Gwinn, San Diego.

George N. Hale, Azusa; Ralph I. Hale, Atascadero; Joseph Hamblet, Balboa Island; Charles L. Hampton, Oakland; Florence Hampton, San Marino; Hattie Haub, Berkeley; Paul R. Hanna, Stanford University; Harry Huber Haw, San Diego; Carrie Hayden, Los Angeles; Sabra M. Hayden, Sacramento; Mr. and Mrs. Claudius K. Hayes, Berkeley; John D. Hayes, El Modena; Sarah Hayward, Beverly Hills; Mr. and Mrs. A. B. Heacock, Glendale; Helen Heffernan, Sacramento; Frank A. Henderson, Santa Ana; Clara Frances

(Please turn to Page 42)

The New Teacher Retirement Law

ELMER H. STAFFELBACH, *Director of Research, California Teachers Association*

CERTAIN changes in the teachers retirement salary act, passed by both houses of the 1935 California legislature, and signed by the Governor, become effective September 17, 1935. It seems desirable that teachers should as soon as possible acquaint themselves thoroughly with the provisions of the new law in order that they may take advantage of the opportunities it offers.

The purpose of this article is (1) to explain briefly the background of causes out of which the changes in the older (1913) retirement law have grown, and (2) to set forth facts and figures relative to how the provisions of the new retirement law will actually operate.

The main provisions of the old and new laws, insofar as they affect teachers, are compared in the following tabular statements.

Provisions of Old and New Laws Compared

I. Teachers Affected

Old Law

1. All teachers entering service in California public schools after law became effective were required to come under the provisions of the act.
2. Teachers already in service were given the option of accepting or refusing the provisions of the act.

New Law

1. Every teacher in California public schools (who has not heretofore claimed exemption) is required to come under the provisions of the act relating to retirement salary fund.
2. New teachers who enter service after July 1, 1935, come completely under the provisions of the act.
3. Teachers already in service are given the option of accepting the provisions of the act relating to Annuity Deposit Fund.

II. Support of Retirement Salary Fund

Old Law

1. Teachers (not claiming exemption) to pay \$12 per year into retirement salary fund. (Such payments not refundable to teacher in case of withdrawal from teaching.)
2. State to contribute 5% of the receipts of state inheritance taxes.

New Law

1. All teachers will have deducted and paid by the district clerk, \$24 per year into the retirement salary fund, during their entire period of service. (Such payments refunded to the teacher upon withdrawal from teaching.)
2. State contributes 5% of state inheritance taxes into retirement salary fund.
3. Districts pay \$12 per year per teacher into retirement salary fund.

III. Conditions of Retirement

Old Law

1. Teachers could retire after 30 years of teaching in the public schools of the United States, the last 15 years of which were served in California.
2. Teachers compelled to retire because of disability, who had completed 15 years of teaching in California, but who had not taught the full 30 years, were provided disability benefits proportional to their length of service as teachers.

New Law

1. After 30 years of teaching in the public schools of the United States or Canada, the last 15 of which were in California, teachers may retire.
2. Teachers compelled to retire because of disability, who have taught 15 years in California, but who have not completed 30 years of service, receive disability benefits proportional to length of service.
3. Teachers who have completed 10 years of service in California and who are retired because of having attained the age of 65, may retire under the same provisions as in No. 2 above.

*IV. Retirement Salaries***Old Law**

1. Teachers meeting all requirements were permitted to retire on an annual retirement salary of \$500.

2. In cases where teachers at time of retirement had not paid \$360 into the retirement fund (30 times \$12), deductions were made from the annual retirement salary until the full \$360 was paid.

New Law

1. Teachers meeting all requirements receive an annual retirement salary of \$600.

2. In cases where teachers at time of retirement have not paid \$720 into the retirement fund (30 times \$24), deductions will be made from the annual retirement salaries at the rate of \$60 per year until the full \$720 has been paid.

3. All teachers now retired after 30 years of service will receive annual retirement salaries of \$600 per year.

4. Teachers heretofore retired because of disability will now receive annual retirement salaries equal to \$20 for each year of service accredited to them.

5. Teachers now drawing retirement salaries must pay additional sums into the retirement salary fund so that the total amount paid in each case will equal (including payments heretofore made) \$24 for each year of accredited service, but not in excess of \$720.

This additional sum may be paid in a lump sum if the retired teacher so elects, or may be deducted from the retirement salary at the rate of \$60 per year—\$48 per year in the case of the teacher retired because of disability.

*V. Annuity Deposit Fund***Old Law**

None.

New Law

1. New teachers entering service in California public schools after July 1, 1935, will have deducted and paid into an Annuity Deposit Fund 4% of their annual salaries less \$24. (This \$24 is the amount paid annually into the Retirement Salary Fund.)

2. Teachers now in service have the option of paying into the Annuity Deposit Fund in the manner prescribed for new teachers.

3. All payments into the Annuity Deposit Fund are returned to the teacher with interest upon withdrawal from teaching service in the public schools of California.

*VI. Teachers Annuities***Old Law**

None.

New Law

1. All new teachers entering service after July 1, 1935, and all teachers now in service who elect to accept the full provisions of the act, will upon retirement, receive such annuities as their payments into the Annuity Deposit Fund will purchase at the time of retirement.

(Estimates of what annuity amounts such payments will earn are given below.)

*VII. Managers of Funds***Old Law**

State Director of Finance.

New Law

State Superintendent of Public Instruction; State Director of Finance; State Controller; two teachers who are appointed by the State Board of Education for 4-year terms.

The above comparisons show changes made in the old law to correct the weaknesses revealed by experience.

The 1913 Law Unsatisfactory

The 1913 Teachers Retirement Salary Act was, in time, found to be unsatisfactory and inadequate for two general reasons:

1. The fund itself was unsound, and under the constant threat of depletion and bankruptcy; and

2. The amount of the retirement salary granted to the teacher was too small to induce many teachers to retire.

In 1921, William Leslie, completing a two-year study of the conditions of the Retirement Salary Fund, stated that the fund was more than \$25,000,000 deficient in amount to cover liabilities at that time. The Gundelfinger report, in 1924, showed the fund to be nearly \$33,000,000 short of its accrued liabilities. The Report of the Public School Teachers Retirement Salary Commission of 1929 showed the fund to be over \$47,600,000 deficient in amount to cover all accrued liabilities, and \$2,700,000 short of the amount necessary to meet current and future obligations to teachers already retired. By 1933 the deficiency in the fund was estimated to be \$69,000,000.

Retirement Salaries Under the 1913 Law Were Too Small

In 1913 the \$500 allowed the retired teacher represented approximately 55% of the average elementary school teacher's annual salary. Between 1913 and 1935 the average salary of elementary school teachers in this state rose from approximately \$910 to about \$1700. Thus the retirement allowance represents today only about 30% of the average salary in the elementary schools.

PROBABLY the most important single effect of the 1935 revision of the retirement salary law will be the increased support given to the retirement salary fund. As has already been shown, the fund has been in an unsound condition. And while the changes made in the law will not put the fund on an actuarial basis, they will start it in the direction of actuarial soundness.

Payments into the fund have, by the changes made in the law, approximately doubled, whereas the salary to the retired teacher has been increased only from \$500 to \$600. The combined payments into the fund amounting to approximately \$48 per year will by no means provide fully for a retirement allowance of \$600 per teacher. As a matter of fact, in the case of a teacher beginning at the age of 25 years and retiring at the age of 55 years, the payment of \$48 per year over the 30-year period will pur-

chase an annual retirement allowance of only \$146⁵.

However, three important factors enter into the situation which will inevitably tend to benefit the fund. These factors are:

1. Many teachers will drop out of the teaching ranks before they reach the age of retirement. Though such teachers (or their heirs) will receive in full the payments they have made into the fund, the contributions from the state and the districts will not be subject to withdrawal. These contributions will substantially improve the fund.

2. Many teachers will not retire at the earliest possible age. Many of them will continue to teach until ages of 60 or 65 or even 70 are reached. As a result the period during which retirement salaries will have to be paid will be shortened.

3. State and district contributions will continue to be made to the fund for the teacher who has completed the full 30-year period of service, but who continues to teach thereafter. Thus the teacher will pay \$24 a year into the fund for the entire period of service and both state and district will continue to contribute to the fund.

It is hoped that these factors, together with the doubled payments by teachers and the contributions from the districts, will in time serve to put the fund on an actuarially sound basis. Experience may, however, prove otherwise. Certain it is that the fund for the present has been given much needed protection, and if the experience of the next 5 or 10 years reveals the fact that added protection is required, further revisions of the law can be made.

Effect of the Changes in the Law Upon Retirement Salaries

For the great body of the teachers now in service the new law will increase the retirement allowance to \$600. In every case it will be necessary for the teacher to pay into the fund \$720 at the rate of \$24 per year. In cases where retirement occurs before this amount has been paid into the fund by the teacher, deductions from the retirement salary will be made to the extent of \$60 per year until the full \$720 has been paid. Thus teachers retiring immediately (assuming they have already paid \$12 per year for 30 years) will receive only \$540 per year for the first six years of their retirement period.

5. Note: This figure like similar figures in the following pages is for women annuitants. Figures for men would be somewhat higher. See Table II for comparisons.

Annuities at "Bargain" Prices

QUESTIONS may rise in the minds of teachers concerning the fairness of the increase in the annual payments by teachers. Some one may want to know why the teacher who was entitled, under the 1913 law, to a retirement salary of \$500 for an annual payment of \$12 will, under the new law, receive for an added payment of \$12 per year only an additional \$100 in retirement allowance. This query has already been answered in part in the above discussion. The payment of \$12 per year required under the old law was wholly inadequate to earn an annuity of \$500. This fact constituted the chief cause for the unsound condition of the retirement fund. However, an added annuity of \$100 for an additional annual payment of \$12 can still be looked upon as a bargain for the teacher. The following table gives the amount of yearly life annuity payments earned by annual payments of \$12 over a 30-year period, at varying ages.

Table I

Age of teacher at beginning of payments	Age of teacher at time of retirement	Annuity earned by annual pay- ments of \$12 over the 30-year period
25	55	\$33.32 ²
30	60	26.37
35	65	40.91

1. Figures of this table are taken from the rates of a nationally recognized mutual insurance and annuity company.

2. Earnings are for women. Earnings for men would be somewhat greater.

It will be seen from the above table that the additional \$12 per year which the teacher contributes to the fund under the revised law earns for her well over twice as much annuity at the time of retirement as she would be able to buy at the same price from an annuity company.

Will Teachers Retire on a Retirement Salary of \$600?

One of the weaknesses of the 1913 law, as pointed out near the beginning of this article, was that teachers could not afford to retire on the slender retirement allowance of \$500. It is quite probable that the allowance under the revised law will prove too small to induce many teachers to give up active teaching. The present law remains weak in this respect, in so far as teachers now approaching retirement age are concerned. The provision of the law requiring new teachers to contribute 4% of their salaries into an annuity fund for the purpose of purchasing additional annuities at the time of their retirement will serve in time to correct this defect. In the cases of teachers now in service who have a considerable part of their 30 years of teaching yet to serve, and who are willing to accept this portion of the act, the same will be true. For such teachers the additional annuities purchasable by their percentage contributions will, when added to the \$600 provided for all teachers, make retirement much more attractive. The following table gives the amounts of the annuities earned by annual payments of \$100 over varying periods of time.

Table II. Probable Monthly Retirement Allowances Based on Annual Payments of \$100

Age of Retirement—Women						Age at Beginning of Payments		Age of Retirement—Men					
70	65	60	56	55	50			50	55	56	60	65	70
\$90.96	63.92	45.25	34.48	32.21	22.85	20		\$24.76	35.32	37.91	50.38	71.21	104.49
80.91	56.50	39.67	29.98	27.93	19.51	23		21.15	30.63	32.96	44.17	63.83	92.94
74.68	51.91	36.21	27.19	25.29	17.44	25		18.91	27.73	29.89	40.32	58.64	85.79
60.66	41.54	28.43	20.89	19.31	12.79	30		13.86	21.17	22.97	31.65	46.93	69.68
48.54	32.61	21.71	15.46	14.15	8.77	35		9.50	15.52	17.00	24.17	36.84	55.76
38.11	24.90	15.91	10.78	9.70	5.30	40		5.75	10.64	11.85	17.71	28.13	43.77
29.10	18.25	10.91	6.74	5.87	2.37	45		2.57	6.44	7.41	12.15	20.62	33.42
21.33	12.51	6.60	3.31	2.63		50			2.88	3.64	7.35	14.14	24.50
14.62	7.57	2.95				55					3.29	8.55	16.89
8.84	4.30					60						3.83	10.16

Read the table thus: The beginning woman teacher who, at the age of 20 years begins annual payments of \$100 into the annuity fund, will at 50 years of age receive an allowance of \$22.85 per month. If retirement is postponed and the \$100 annual payments continued to the age of 55 years, the monthly allowance will be \$32.21. At age 70 if payments are continued the monthly allowance for this teacher would be \$90.96.

Most teachers will put into the fund less than \$100. However, the monthly retirement allowance can be figured based upon any annual payment. An annual payment of \$50 would yield in each case in the table one-half as much as the stated \$100 payment; a \$35 payment would yield 35% of the stated amount in the table.

Note: These estimates are based on the rates of a nationally-known mutual insurance company. They may be used as approximations of what the payments of California teachers will yield in the state annuity fund.

The figures of the table give **monthly** not **annual** annuities. These, however, can be translated into annual amounts by the simple method of multiplying by 12. The annuities in the table are computed on the basis of annual payments of \$100. These are easily translatable into any size of payment for the stated ages. The beginning teacher with a salary of \$1250 will pay into a personal annuity fund the amount of (\$50 minus \$24) \$26. If her salary remained the same for the entire 30-year period, she would receive at age 50 a monthly retirement allowance of 26% of \$22.85 or an annual allowance of \$71.29. This added to the \$600 allowed teachers generally would provide a retirement salary of \$671.29.

A more accurate estimate of what this provision of the law will do can be obtained in terms of the average elementary school teacher. Investigations by the Public School Teachers Retirement Salary Commission, as revealed in its Report of 1929, showed that on the average retired teachers had taught 33 years, and that the median age of retirement was 56 years. The average salary among elementary school teachers is approximately \$1700. With these figures we can easily estimate what the inducement will be for the average teacher to retire in the future.

A teacher with a salary of \$1700 will pay \$44 (\$68 minus \$24) annually toward an annuity to be purchased at the time of retirement. Beginning such payments at the age of 23 years and continuing them up to the age of 56 years she will be entitled to 44% of \$29.98 per month or an annual allowance of \$158.29. This added to the \$600 retirement salary brings the total retirement allowance to \$758.29. The same teacher, if willing and able to postpone retirement until the age of 60 years will receive a total allowance of (\$600 plus \$209.46) \$809.46. The same teacher at age 65 would receive a total retirement allowance of (\$600 plus 298.32) \$898.32.

FOR teachers already in service who accept the provision of the 1935 law relating to the percentage payments the additional annuity purchasable at the time of retirement will depend upon the amount of salary received between the present time and the time of retirement, as well as upon the present age and upon the age of retirement. An example or two will make this clear.

Teacher A is now 40 years of age. She has already had 15 years of teaching experience. Her salary is \$1800. Four per cent of her salary, less \$24 (\$48), is the amount of her pay-

ment for the purchase of an annuity. If she continues to keep the same salary during the next 15 years, and elects to retire at the age of 55 years, her total retirement allowance will be (\$600 plus \$55.87) \$655.87. Continuing the same conditions to the age of 60 years her total allowance would be (\$600 plus \$91.64) \$691.64. At age 65 her total retirement allowance would be (\$600 plus \$143.42) \$743.42.

Teacher B is now 30 years of age. She has had 10 years of teaching experience. Her annual salary is \$2000. She deposits 4% of this, less \$24 (\$56), annually for the purchase of an annuity at retirement. If her salary remains the same, and she elects to retire at age 50, her total allowance will be (\$600 plus \$85.95) \$685.95. If the same conditions as to salary continue to age 55, her total retirement allowance will be \$729.76. If she retired at 60 years of age it would be \$791.05, and by retiring at age 65 she would have a total allowance of \$879.15.

The foregoing figures are based upon the rates of a mutual insurance and annuity company. It is not improbable that the earnings of the teachers deposits will be somewhat more favorable than shown by these estimates.

The Position of the Teacher Now in Service

As the law now stands no teacher in service in the state prior to July 1, 1935, will be required to pay the 4% of her salary, as is required of new teachers. More than 40,000 teachers now face the question whether or not to accept this provision of the 1935 act. This is of course a matter for the individual teacher to decide. In many cases the deduction of the full 4% of the monthly salary would be distinctly felt, and in some cases it might even work a real hardship. However, as the deductions will be made each month it is probable that in a great majority of cases it would be a relatively simple matter to adjust the budget to meet the reduced monthly income.

Where this is at all possible, acceptance of the percentage provision of the law appears advisable. The entire amount plus interest will be refunded to the teachers upon withdrawal from teaching, and in case of the teacher's death principal plus interest will constitute an estate. The provision is, therefore, a safe form of saving; and in the many cases where teachers will proceed in the profession to retirement age the added annuity will be a welcome means to a more comfortable old age.

Though the revised law does not specifically provide for optional forms of annuities, it is
(Please turn to Page 48)

New Teacher Retirement Law

Full text of the new Teacher Tenure law will appear in our October issue.—Ed.

Provisions of School Code (Including 1935 Amendments) Relating to the Retirement of Teachers and Other Persons in Public School Service.

DIVISION V—TEACHING FORCE

PART IV—RETIREMENT OF TEACHERS.

CHAPTER I—TEACHERS SUBJECT TO THE PROVISIONS OF THIS PART.

Article I—Teachers in the Public Schools.

5.800. The provisions of this Part shall be binding upon all teachers employed in the public schools of this state on or after June 16, 1913, as shall, on or before January 1, 1914, have signed and delivered to the superintendent of public instruction and the superintendent of public schools of the city, county or consolidated city and county in which said teachers are in service, a notification that said teachers agree to be bound by and to avail themselves of the benefits of the provisions of this Part.

5.801. The provisions of this Part shall be binding upon all teachers elected or appointed to teach in the public schools of this state after June 16, 1913, who, not being in the service of the public schools on June 16, 1913, were not competent to sign or deliver the notification hereinbefore specified in this Article.

5.802. Librarians employed full time in elementary or secondary schools, or who serve full time partly as librarian and partly as a teacher, also county superintendents of schools, and certificated employees working under the direction of county superintendents of schools, shall be subject to the burdens and entitled to the benefits of the provisions of this part, on the same basis as other teachers.

5.803. Any teacher employed in the public schools of this state at the time of the approval of the public school teachers' retirement salary act on June 16, 1913, who did not on or before January 1, 1914, sign and deliver the notification hereinbefore specified in this Article and who claims exemption from the provisions of this Part, shall have proved to the satisfaction of the public school teachers' retirement salary fund board on or before July 1, 1924, that he is entitled to exemption from the provisions of this Part, and upon failure to prove such claim of exemption as hereinbefore provided any such person shall be subject to the burdens and benefits of the provisions of this Part.

5.804. The service of all employees employed in the public schools of this State who hold valid and unrevoked credentials issued by the State Board of Education and who are employed for the major part of each school month in work authorized by their credentials, and service of county superintendents and certificated employees under the direction of county superintendents, shall be equivalent to service as a teacher under a legal certificate in a day or evening school. The time of such service shall be reckoned in determining the right of such employees to retirement salaries under the provisions of this Part.

5.805. The public school teachers' retirement salary fund board shall exempt from the burdens and benefits of this Part, any person who shows to the satisfaction of such board, that he will be unable by reason of the nature of his services to become eligible to a retirement salary.

Article II—Teachers in State Schools.

5.810. Service of a teacher in a state teachers college, with or without a certificate, or service as a librarian or other employee in such institution engaged in work that would make him eligible to the provisions of the retirement law if rendered in any other branch of the public school system, or service of a teacher employed by the California Polytechnic School in the county of San Luis Obispo, the California School for Girls, the California School for the Deaf, the California School for the Blind, the Preston School of Industry, the Sonoma State Home, Pacific Colony, the Whittier State School, or the state board of education, who held a valid teacher's certificate or a California state teacher's credential on August 16, 1923, or who may thereafter secure a teacher's certificate valid in this state or a California state teacher's credential, shall be equivalent to service as a teacher under legal certificate in a day or evening school.

5.811. The time of said service shall be reckoned in determining the right to retirement salaries under the provisions of this Part.

5.812. No service after January 1, 1924, except service of a teacher in a state teachers

college, shall be so reckoned unless the teacher offering such service shall be the holder of a valid teacher's certificate or a California state teacher's credential during such service.

5.813. The contributions of said teachers shall be collected and paid into the treasury of the state in the same manner as in the several state teachers colleges.

5.815. Service in state supported public residential schools for the deaf and state supported public residential schools for the blind outside of California of teachers employed in the California School for the Deaf and the California School for the Blind and in special classes maintained in the public schools of this state for the instruction of the deaf, the hard of hearing, the blind or the semisighted shall be reckoned on the same basis as experience in public day or evening schools outside of California in determining the right to retirement salary under the provisions of this Part.

Article III—Teachers in Training Schools.

5.820. Service of a full-time teacher of elementary or secondary school pupils in a training school connected with a teachers college in California or with the University of California or any branch thereof or service as a supervisor of practice teaching in the University of California or any branch thereof shall be equivalent to service under legal certificate in a day or evening school.

5.821. The time of service in any such school or institution shall be reckoned in determining the right to retirement salary under the provisions of this Part.

Article IV—Teachers in Southern Branch of the University of California.

5.830. Such members of the staff of the Los Angeles State Normal School who continued as members of the faculty of the southern branch of the University of California on June 25, 1919, the date of the establishment of said southern branch of the University of California, and who were entitled to the benefits of and subject to the provisions of an act entitled "An act to provide for the payment of retirement salaries to public school teachers of this state; creating a public school teachers' retirement salary fund, and also a public school teachers' permanent fund, providing for the administration of such funds, and making an appropriation for the use of said fund," approved June 16, 1913, as amended, shall continue to be so entitled to the benefits and subject to the provisions of said act if they so elected on or before December 31, 1923, by notice to, and a payment of amounts

due under the law, to the public school teachers' retirement salary fund board.

5.831. Service in the southern branch of the University of California for such persons shall be equivalent to service under legal certificate in a day or evening school.

5.832. The time of said service in the southern branch of the University of California shall be reckoned in determining the right to retirement salaries under the provisions of this Part.

CHAPTER II—STATEMENTS REQUIRED FROM TEACHERS.

Article I—Persons from Whom Statements are Required.

5.840. During the month of November, 1925, each teacher in the public schools of California, the state teachers' colleges, each school administrator, and each teacher or other person elsewhere employed who is bound by the provisions of "An act to provide for the payment of retirement salaries to the public school teachers of this state; creating a public school teachers' retirement salary fund and also a public school teachers' permanent fund, providing for the administration of such funds and making an appropriation for the uses of said funds," approved June 16, 1913, shall file with the state board of education at its offices in Sacramento, in person or by registered mail, a statement made under oath, of his age at his nearest birthday, his teaching experience in the public schools of California, his teaching experience in the public schools of other states of the United States of America, and any other experience he may have had in public schools or in the service of the state that may be counted as service under the provisions of said act, and such other information as may be required by said state board of education for the purpose of making an investigation and estimate of probable future expenditures from such funds.

5.841. Any person who filed a like statement during the month of November, 1919, in accordance with law, shall not be required to file such statement during 1925 as herein required.

5.842. From and after the first day of September, 1931, each person newly employed in the public schools of California shall be required to file, with the public school teachers retirement salary fund board, or its authorized representative, a statement made under oath as hereinbefore described.

It shall be the duty of the superintendent of schools of each county, or city and county, to withhold the first payment of salary thereafter due such person until there has been filed with

such superintendent evidence that such a statement has been filed as required by law.

5.843. From and after the first day of December, 1925, each person newly employed in any institution other than the public schools, whose teachers are bound by the provisions of this Part, shall be required to file the statement hereinbefore described with the public school teachers' retirement salary fund board or its authorized representative.

5.844. It shall be the duty of the employing officer to withhold the first payment of salary thereafter due such person until presented with satisfactory evidence that such statement has been filed as required by law.

Article II—Use to be Made of Statements.

5.850. All statements described in Article I of this Chapter shall be considered confidential and no individual record shall be divulged by any official who has access to them and shall be used by the state board of education solely for the purpose of making the investigation and estimate provided for in this Chapter.

5.851. Such statements shall not be open to inspection by any one except the state board of education and its officers, or any person authorized to make such inspection by the Legislature.

Article III—Penalty for Failure to File Statement.

5.860. On or before December 31, 1925, the state board of education shall file with the county superintendent of schools of each county, a list of the names of all the teachers of such county who have filed the statement hereinbefore referred to.

5.861. Upon receipt of such list, it shall be the duty of the county superintendent of schools to withhold payment of the next warrant for the payment of the salary of each teacher bound by the provisions of this Chapter, who being employed during the month of November, 1925, shall have failed to file such statement.

5.862. The county superintendent of schools shall not issue a warrant for such payment until such statement has been filed with the state board of education and a receipt therefor presented.

CHAPTER III—GRANTING OF RETIREMENT SALARIES AND RETIREMENT ANNUITIES

Article I—Rules Governing Application for Retirement Salaries.

5.870. The public school teachers' retirement salary fund board shall make and enforce all necessary and proper rules and regulations for the method or methods of applying for and obtaining retirement salaries provided for in

this Part, and for the method or methods of determining the right of each applicant to such retirement salary.

5.871. In all cases legal proof of all necessary facts shall be required and kept on file.

5.872. At each quarterly meeting the board shall make a list of all persons entitled to payment out of the fund established by this Part, and enter said list in a book to be kept by the board for that purpose, to be known as the "public school teachers' retirement salary fund record."

Said list shall be certified as correct by the president and secretary of the board, and shall always be open to public inspection.

Article II—Computation of Service.

5.880. The public school teachers' retirement salary fund board shall have power, subject to such legislation as may be adopted hereafter, to define the minimum school year and the average school day and to adopt rules and regulations concerning the acceptance of part-time teaching or supervision toward the time required to obtain a retirement salary.

5.881. In counting actual experience for the purposes of this Part, the state board of education shall determine what constitutes a school year.

5.882. In no case shall leaves of absence amounting to school years, or half school years, be counted as service.

5.883. In reckoning the time of service for the purpose of this Part, the night school term shall be considered the same as an equivalent to the day school term.

5.884. In reckoning the time of service for the purposes of this Part, each month for which a teacher receives pay under contract for teaching in a public school of this state during an epidemic, and each month of service in the military and naval forces of the United States of America during war with any foreign power, when certified to by the proper authorities, shall be construed to be a month of service under the provisions of this Part.

5.885. All teachers who had been out of the public school service of this state on August 10, 1913, for two years or more, not being on leave of absence and were therefore not eligible to apply for retirement without further teaching, shall, if they return to the teaching service in this state and seek to qualify for retirement, be required to teach at least two years in order to establish their status as teachers subject to the provisions of this Part.

5.886. Every person who at the time he became a member of the State Employees Retirement System, established by Chapter 700 of the Statutes of 1931, as the same has been or

may hereafter be amended, was subject to the provisions of Part IV of Division V of the School Code, shall, in the event he ceases to be a member of the State Employees Retirement System and again becomes subject to the provisions of Part IV of Division V of the School Code, have the service rendered by him as a member of the State Employees Retirement System counted by the Public School Teachers Retirement Salary Fund Board as part of the service required for retirement under Part IV of Division V of the School Code provided such person shall pay into the public school teachers permanent fund the amounts he would have paid had he never been a member of the State Employees Retirement System.

Article III—Granting of Retirement Salary to Retired Teachers.

5.890. Every person subject to the burdens and entitled to the benefits of the provisions of this Part who shall have complied with all the requirements of this Part, and who shall have served under a legal certificate as a legally qualified teacher in public day or evening schools or partly as such teacher and partly as superintendent or supervising executive or educational administrator or librarian for at least thirty school years, at least fifteen of which shall have been in the public schools of this State including the last ten years of service immediately preceding retirement, shall be entitled to retire; or if physically or mentally incapacitated for the proper performance of the duties of teacher, may be compelled to retire by the board of education, school trustees, or other school authorities employing such teacher.

5.891. Teaching outside of the United States of America and its Territories and its possessions, except teaching in Canada and teaching in any foreign country as an exchange teacher, shall not be accepted for purposes of retirement under the provisions of this Article.

5.892. The last ten years of service in this state immediately preceding retirement may be broken by periods of non-teaching, or by periods of teaching in universities, colleges, or private schools within this state, or by teaching outside of this state during a year when the teacher has met the minimum requirements for a year of teaching in this state or by a year of teaching outside of this state when ten of the eleven final years of teaching have been in this state.

5.893. If any teacher, having qualified under this Article retires and later returns to service in the public schools of this state and thereafter applies to be retired, any teaching done outside of this state while drawing a retirement salary

as provided in this Part shall not be construed as breaking the last ten years of service in this state immediately preceding retirement.

5.894. Upon retirement, voluntary or involuntary, a person qualifying under this Article shall be entitled to receive, during life, an annual retirement salary of six hundred dollars, payable in equal installments monthly by warrant drawn as provided in this Part. All retirement salaries granted under this Article prior to the adoption of this section shall be adjusted to conform with the terms of this section, subject to the provisions of Chapter VI of this Part, provided that no retirement salary granted prior to the adoption of this section shall be reduced by reason of the provisions hereof.

5.895. Applications for such retirement salary must be made within two years after the last month of service except in cases where at the time the right to the retirement salary accrues such teacher has been absent two years or more from service, on leave duly granted by the board of education, board of trustees, or other public school authorities employing such teacher. In such cases, the application may be made at any time during said leave of absence.

5.896. The retirement salary shall in no case begin to accrue until the date when formal application for the same is received in the office of the public school teachers' retirement salary fund board.

Article IV—Granting of Retirement Salary to Incapacitated Teachers or to Teachers Who Have Attained Age Sixty-five Years.

5.900. Every person subject to the burdens and entitled to the benefits of the provisions of this Part who shall have complied with all the requirements of this Part, and who shall have served under a legal certificate as a legally qualified teacher in public day or evening schools, or partly as such teacher and partly as superintendent or supervising executive or educational administrator or librarian, for fifteen or more years, at least fifteen of which shall have been in the public schools of this State, including the last ten years of service immediately preceding retirement, and who shall have by reason of bodily or mental infirmity become physically or mentally incapacitated for further school service shall be entitled to retire, or may, by the board of education, school trustees or other school authorities employing such person be compelled to retire.

Any permanent employee of a school district who is required by this Part to contribute to the public school teachers permanent fund and who is dismissed from the service of a school

district under any provision of this code by reason of having reached an age at which the classification of such person as a permanent employee of such district ceases and who at the time of such dismissal has not become entitled to receive a retirement salary under the provisions of Article III of this chapter shall, for the purposes of this Part, be deemed to have been retired by reason of being physically incapacitated and notwithstanding anything in this Article to the contrary shall be entitled to an annual retirement salary computed as hereinafter provided for in this Article; provided such person shall have served in the public schools of California for at least ten years immediately preceding his retirement.

5.901. Teaching outside of the United States of America and its Territories and its possessions, except teaching in Canada or teaching in any foreign country as an exchange teacher, shall not be accepted for purposes of retirement under the provisions of this Article. In the case of any person who is compelled by the board of education, school trustees, or other school authorities to retire under the provisions of this Article, and who is sixty-five years of age or older at date of retirement, the last ten years of whose service has been in the State of California, teaching within the United States of America and its Territories shall be accepted for purposes of eligibility for retirement as the equivalent or service in the public schools of this state.

5.902. The last ten years of service in this state immediately preceding retirement may be broken by periods of non-teaching or by periods of teaching in universities, colleges, or private schools within this state, or by teaching outside of this state during a year when the teacher has met the minimum requirement for a year of teaching in this state, or by a year of teaching outside of this state when ten of the final eleven years of teaching have been in this state.

5.903. Application for the retirement salary must be made within two years after the last month of service.

5.904. Upon retirement, voluntary or involuntary, a person qualifying under the provisions of this Article shall be entitled to receive an annual retirement salary, payable in equal installments monthly by warrant drawn as provided in this Part, which shall be the same fraction of the maximum retirement salary of six hundred dollars as said teacher's time of service is of thirty years. Such annual retirement salary shall be payable during the period of such dis-

ability; provided, however, that if a person qualify under the provisions of this Article by reason of having attained age of sixty-five, the retirement salary shall be payable during life. All retirement salaries granted under this Article prior to the adoption of this section shall be adjusted to conform with the terms of this section, subject to the provisions of Chapter VI of this Part.

5.905. The retirement salary shall in no case begin to accrue until the date when formal application for the same is received in the office of the public school teachers' retirement salary fund board.

Article V—Persons Retired Prior to Taking Effect of 1935 Amendments.

5.910. All persons heretofore retired after thirty years of service under the provisions of the act of the Legislature of the State of California, approved March 26, 1895, entitled "An act to create and administer a public school teachers' annuity and retirement fund in the several counties and cities and counties in this State," and acts amendatory thereof, or under the provisions of Chapter 694, Statutes of 1913, and acts amendatory thereof, or under the provisions of this Part, shall be entitled to an annual retirement salary of six hundred dollars, payable in installments monthly by warrants drawn as provided in this Part.

5.911. Each person who by reason of incapacity due to bodily or mental infirmity shall have heretofore retired under the aforesaid act approved March 26, 1895, and acts amendatory thereof, or under the provisions of Chapter 694, Statutes of 1913, and acts amendatory thereof, or under the provisions of this Part, after fifteen years' service, shall receive upon the taking effect of this Part and during the period of disability, an annual retirement salary which shall be the same fraction of the maximum retirement salary of six hundred dollars as said person's time of service is of thirty years.

Article VI—Termination of Salary and Amount of Salary.

5.920. If any teacher retired under the provisions of this Part shall be re-employed in the public schools of this state, such teacher's retirement salary shall cease.

5.921. If any teacher having qualified under Article IV, of this Chapter, returns to service in the public schools of the state and thereafter qualifies under Article III, of this Chapter, there shall be deducted from the retirement salary payable to such teacher under the pro-

visions of Article III, of this Chapter, the amount of retirement salary, theretofore actually received by such teacher under the provisions of Article IV, of this Chapter, such amount to be so deducted in equal quarterly installments until the whole amount so received under Article IV, of this Chapter, shall have been deducted. The amount of such deduction to be made quarterly shall not exceed thirty-five dollars.

5.922. No one shall be permitted to draw from the state, directly or indirectly, more than one retirement salary.

5.923. Nothing in this Part shall be so construed, however, as to prevent local communities or bodies of teachers from supplementing the retirement salary received from the state.

Article VII—Balances Due Deceased Recipients of Retirement Salary.

5.930. The surviving husband or wife, or the guardian of the estate of any insane or incompetent husband or wife, of any deceased person who has been the recipient of an annuity from the public school teachers' retirement salary fund, or if no husband or wife is living, then the children or the guardian of the estates of any minor or insane or incompetent children of said decedent, or, if no children are living, then the father or mother or the guardian of the estate of any insane or incompetent father or mother of such decedent, and if neither the mother nor father is living, then the grandchildren or the guardian of the estates of any minor, insane or incompetent grandchildren of such decedent, and if no such grandchildren are living, then the brothers and sisters or the guardian of the estates of any minor or insane or incompetent brothers and sisters of such decedent, or, if no brothers or sisters are living, then the children of any deceased brothers or sisters or the guardian of the estates of any minor or insane children of any deceased brothers or sisters of such decedent, may, without procuring letters of administration, collect from the public school teachers' retirement salary fund, in the State treasury, any balance of retirement salary accrued to the credit of said deceased annuitant remaining unpaid at the time of death.

5.931. The public school teachers' retirement salary fund board, upon receiving an affidavit stating that said annuitant is dead, and that the affiant is the surviving husband or wife or the guardian of the estate of an insane or incompetent husband or wife, as the case may be, of said decedent, or stating that the decedent left

no husband or wife, and that the affiant is the child, or that affiants are the children, or the guardians of the estates of the minor, insane or incompetent children, as the case may be, of said decedent, or stating that decedent left neither husband, wife nor children, and that affiant, the father or mother, or the guardian of the estate of the insane or incompetent father or mother, as the case may be, of said decedent, or stating that the decedent left neither husband, wife, children, father nor mother, and that the affiants are the grandchildren, or the guardians of the estates of any minor, insane or incompetent grandchildren, as the case may be, or stating that the decedent left neither husband, wife, father, mother, children or grandchildren and stating that, and that the affiants are the brothers and sisters, or the guardians of the estates of the minor, insane or incompetent brothers and sisters, as the case may be, or stating that the decedent left neither husband, wife, father, mother, children, grandchildren, brothers or sisters, and the affiants are the children of deceased brothers and sisters, or are the guardians of the estates of the minor, insane or incompetent children of any deceased brothers or sisters, as the case may be, of said decedent, shall, at the next quarterly meeting of said board, when claims for retirement salaries are certified, include and certify a claim in favor of said affiant or affiants for the balance due said decedent, and the Controller shall draw his warrant in favor of the affiant or affiants in the same manner as warrants are drawn for the payment of retirement salaries, and the indorsement of such affiant or affiants upon such warrants is sufficient acquittance therefor.

Article VIII—Granting of Retirement.

Annuities from Annuity Deposit Fund

5.935. Whenever any person who has a deposit to his credit in the public school teachers' annuity deposit fund qualifies for a retirement salary under the provisions of this Part, he shall receive in addition to the retirement salary a retirement annuity which shall be the actuarial equivalent of his accumulated deposits in the annuity deposit fund at the time of his retirement. When his application for retirement salary is approved by the board, the board shall issue to him a certificate stating the amount of annuity which is the actuarial equivalent of his accumulated deposits.

5.936. With the provision that no optional selection shall be effective in case a retired person dies within thirty days after retirement, and that for the purposes of the annuity deposit
(Please turn to Page 49)

Recent Changes in California School Positions

FRANK E. Bishop, principal of Corona High School, elected to the superintendency of Corona City Schools.

Lynn H. Crawford of Santa Ana High School, promoted to the principalship of Santa Ana High School.

Glen T. Goodwill of Mt. View, elected to the superintendency of the Bloomington schools.

A. D. Graves, assistant superintendent of schools, San Bernardino, elected to the superintendency of San Bernardino City Schools.

Charles D. Jones, superintendent of Hermosa Beach Schools, elected to the superintendency of Baldwin Park Schools.

G. H. Madden, principal of Imperial High School, elected to the superintendency of the Imperial Schools.

George L. Ogden from Ventura Junior High School has been elected principal of Corona High School.

A. P. Patten of the faculty of Modesto Junior College has been elected to the superintendency of the Placentia Schools.

Ray Redding of Coronado Elementary School has been elected principal of Julian Union High School.

Johnston E. Walker of St. Paul, Minnesota, has been elected to the principalship of Pomona High School and Junior College.

J. Hampton Watts, superintendent of Baldwin Park Schools, elected to the superintendency of Hermosa Beach Schools.

U. B. Marr, from Gustine High School, elected to principalship of Adin High School.

Harry Wandling, from Pasadena Junior High School, elected to principalship of Alturas High School. Ross Stephens, principal, Alturas High School, is to be in Pasadena.

John Decater, teacher on the faculty, promoted to Boonville High School principalship. Herman West resigned.

C. Avery Hauser, principal, Julian Union High School, elected to principalship of Cambria High School. Allen Doggett is to remain as a teacher at Cambria.

J. F. Bisig, principal, Danville High School, resigned to accept principalship of Manteca High School.

George V. Cooley, vice-principal, Danville High School, promoted to principalship.

John B. Thomas, principal, East Nicolaus High School, resigned to accept principalship of Rio Vista High School. J. S. Denton retired.

Melvin Peterson, vice-principal, East Nicolaus High School, promoted to principalship.

A. S. Cakebread, vice-principal, Lompoc High School, resigned to accept principalship of Greenville High School. Erle Allen of Greenville to teach at Oroville.

Will French of Tulsa, Oklahoma, elected to superintendency of Long Beach schools.

H. B. Long, principal, Manteca High School, resigned to accept principalship of Hayward High School. F. P. Johnson will remain as principal of Hayward Evening High School.

Alfred Christensen, district superintendent of schools at Crockett, resigned to accept the superintendency of Lindsay schools.

H. H. Sauber, principal, Loyalton High School, has been elected district superintendent of Sierra Valley Union High School district.

Halsey Schumaker, from Sierraville Branch High School, elected to principalship of Loyalton High School.

George S. Pine, vice-principal of Morgan Hill High School, promoted to principalship.

Jere E. Hurley, principal, Mount Shasta High School, has been elected district superintendent of Siskiyou Union High School district.

George Stewart will act as principal of Palo Alto High School, during the leave of absence of Walter Nichols.

Benjamin E. Larson, principal, Portola High School, resigned to accept the principalship of Placerville High School.

Edwin C. Browne, principal of Placerville High School, resigned to accept a position as Dean of Boys in San Francisco Junior College.

Mr. Badgley, graduate student from Stanford University, elected to principalship of Portola High School.

Edwin Wells, principal of Elk Grove High School, resigned to accept principalship of San Rafael High School. Oliver Hartzell will devote all of his time as city superintendent.

Theodore R. Smedberg, principal of Jackson

Union High School, elected to the principalship of Elk Grove High School.

Andrew Hill, formerly with the State Department of Education at Sacramento, has been elected to the principalship of Santa Maria High School.

Arnold Bowhay, principal of Santa Maria High School, has resigned to accept the principalship of Beverly Hills High School.

Roy Good, district superintendent of Fort Bragg schools, has resigned to accept the district superintendency at Willits.

Paul Bryan, principal of Willits High School, has resigned to accept the district superintendency of Fort Bragg schools.

W. W. Crow, from Livermore High School, elected to the principalship of Tracy High School.

J. Russell Croad, from the Sacramento School Department, elected to the district superintendency of Monterey Elementary Schools.

H. M. McPherson, from Yuba City High School, elected to the principalship of Mount Shasta High School.

H. A. Randolph, from Waterford Elementary School, to principalship of Chowchilla Elementary School.

Carl McDonald, from South Fork, elected to principalship of Galt Elementary School.

Eugene Foster, from Sylvan Elementary School, elected to principalship of Isleton Elementary School.

Russell Lowe, from McCloud High School, elected to the district superintendency of McCloud Elementary Schools.

L. D. Bullard, from Willows, elected to the principalship of Maxwell Elementary School.

AFTER twenty-five years of distinguished service, Dr. Edward L. Hardy retires from the presidency of the San Diego State Teachers College. He has been a trail-blazer in teacher training programs in California. He rendered outstanding leadership several years ago in bringing the two-year state normal schools to the status of four-year state teachers colleges. More recently he has contributed much to the extension of the scope and function of the seven California state teachers colleges, which become legally effective in September, 1935, when these institutions will operate under the title of State Colleges, with broadened liberal arts offerings, but with teacher training as their major function.

WALTER R. HEPNER, chief of the division of secondary education of the California State Department of Education, is now president of San Diego State Teachers College, succeeding Dr. Edward L. Hardy who is retiring from ac-

tive service. During the past two years Mr. Hepner has been directing a comprehensive program of secondary school curriculum reorganization. Immediately prior to his assumption of duties in the State Department of Education he served as city superintendent of schools in San Diego for six years. His experience record includes high school administration and classroom teaching, an assistant superintendency, two city superintendencies and teacher-college and university extension and summer session instruction.

DR. AUBREY A. DOUGLASS, head, department of education, Claremont Colleges, Claremont, became chief of the division of secondary education of the California State Department of Education on September 1, succeeding Walter R. Hepner, who was elected to the presidency of San Diego State Teachers College. Dr. Douglass is author of widely-used textbooks in education. For many years he has been actively associated in secondary school revision activities. He has served continuously on two of the major committees of the State Department of Education that are concerned with the current secondary school curriculum reorganization program.

* * *

Dr. Hunter Goes to Oregon

DR. FREDERICK M. HUNTER, chancellor of University of Denver since 1928, and formerly superintendent of Oakland schools, has accepted a position as chancellor of the Oregon educational system. He assumed his new duties in Oregon on September 1. During Dr. Hunter's administration the university has experienced progressive growth. He has been responsible not only for increasing the building facilities, but also for enlarging the enrollment, and, in addition, he has raised the scholastic and educational standards of the university. Dr. Hunter has made an unusually fine record during his seven years of service as chancellor of University of Denver.

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New N. E. A. State Director

(See Page 12)

NEW N. E. A. State Director for California is Frank A. Henderson, city superintendent of schools, Santa Ana. Mr. Henderson for more than 25 years has been a member of the National Education Association. Since 1915 he has been in regular attendance at the Department of Superintendence meetings and has appeared on its programs. He was president, 1930-31, of California Teachers Association Southern Section.

Schools over which Mr. Henderson has had supervision have always had a very large membership in N. E. A. Santa Ana city schools with 266 teachers has 162 memberships in N. E. A. Santa Ana for many years has held 100% in membership in California Teachers Association. Mr. Henderson will carry forward most successfully the state directorship which has been filled during the past two years by J. Russell Croad, now superintendent of schools, Monterey.

Outlines of Lessons in Alcohol Education

DOROTHY F. OSBURN AND GRACE M. TAYLOR

Westlake Junior High School, Oakland

I. Why teach scientific alcohol education?

Young people have the right to know the scientific truth about alcohol.

1. In order to sanely meet the bombardment of propaganda and advertising.

2. In order to evaluate claims and statements with correct knowledge and open eyes.

II. What are some of the scientific facts known about alcohol?

A. Alcohol is a narcotic, therefore:

1. It belongs in the same class with cocaine, opium, and morphine;

2. It is a nerve deadener;

3. It is a mind destroyer;

4. It is a habit-former.

B. Alcohol acts in inverse order upon the brain:

1. Affects the highest and finest centers first—will-power and judgment being the first to be numbed by small amounts of alcohol.

a. This is especially dangerous in connection with automobile driving;

(1) The driver and his companions are unaware of the effect of the alcohol,

(2) He actually believes that he is driving especially well,

(3) He is, in reality, careless and reckless and easily influenced to take risks,

(4) This injury to judgment and will-power is especially marked in young people who are just beginning to use alcohol,

(5) Accidents caused by these drinking drivers are usually listed on the police records as due to "speeding" or "reckless driving."

2. More alcohol affects the second brain level, or the senses, memory, emotions, etc.

a. The effect begins after about 15 minutes, reaches the peak after about 1½-2 hours, and lasts about 4 hours more.

b. All senses are numbed or deadened or narcotized in varying degrees.

(1) Hearing is impaired.

(a) Often results in quarrels or accidents. (Use actual examples to illustrate.)

(2) Sight is damaged in the following ways:

(a) Range of vision is narrowed about one-half;

(b) Range of vision is shortened about one-third;

(c) Temporary color-blindness—red and green being especially affected.

(d) At the peak of the effect, blurred or double vision may result.

c. Reaction time, the time necessary to see, recognize, and prepare to act to avoid danger, is lengthened from two to three times the normal.

d. Memory is dulled and the driver forgets the traffic rules.

e. Alcohol deadens the normal emotions of love, pity, fear, reverence, and grief.

(1) As in the case of many hit-run drivers.

3. These combined effects account in large measure for the large increase in traffic fatalities and drunken driving accidents.

C. Alcohol is a social danger.

1. Accidents of all kinds, as estimated by the National Safety Council, took 99,000 lives in the United States in 1934.

a. Over one-third or 36,000 deaths occurred in traffic;

(1) 16% of these were boys and girls.

(2) If the total number of those killed in traffic accidents were marched four abreast, army spacing and speed, it would take 1½ hours for them to pass a given place.

b. Over 1,000,000 were injured in traffic accidents in 1934;

(1) Over 200,000 will be permanently crippled for life.

(2) Over 400,000 will be partial cripples.

c. These accidents resulted in over \$1,000,000,000 loss to the nation.

(1) Accidents in California in 1933 cost \$100,000,000 or \$16 per capita.

2. How does alcohol affect the driver?

a. A small amount numbs the judgment and will-power.

(1) The driver believes he is driving better than usual.

(2) Actually he is careless and reckless so he decides to take a chance.

b. Alcohol dulls the memory and slows reaction time.

(1) He forgets a traffic rule.

(2) He fails to react quickly in an emergency.

c. His senses are numbed.

(1) His hearing is impaired.

(2) His sight is poor.

d. His muscular co-ordination is faulty.

3. Do recent authentic traffic figures give information regarding the effect of alcohol upon the driver? (Use latest figures available.)

a. The Eastbay Safety Council reports the following traffic accidents involving the element of liquor:

Accidents	Injuries	Deaths
1932.... 88	127	11
1933....134	176	16
1934....268	332	18

(2) Although there were fewer traffic accidents in 1934, there were more deaths:

Total accidents	Injuries	Deaths
1933....1574	1938	61
1934....1560	1879	84

(3) All other types of traffic accidents decreased, leaving the increase in fatalities chargeable to alcohol:

b. California figures (taken from the report of Chief E. Raymond Cato of the California Highway Patrol for the first 10 months of 1934)

(1) Over 50% increase in number of arrests for violation of drunk driving statute.

(2) Though there has been an increase of only 3% in the total number of accidents, the number of deaths resulting from such accidents has gone up 18.8% and the number of drunk driving accidents 22%.

(3) Figures show less travel, fewer accidents, and more deaths due to **speed** and **drunken driving**.

c. California figures (taken from the National Automobile Club):

(1) 3000 persons killed during 1934.

d. National figures (quoted from "Time Magazine" reporting the Convention of the International Association of Police Chiefs):

(1) To the convention of the International Association of Police Chiefs, Dr. Kilmer reported that tipsy driving cases had jumped 479% in Los Angeles; 380% in Cincinnati; 300% in Philadelphia; 122% in New Orleans. Among the states Rhode Island showed the biggest increase (100%), and Connecticut the smallest (1.5%)."

e. Other typical figures:

(1) The Traveler's Insurance Company of Hartford, Connecticut, reports a 16% increase in automobile fatalities in 1934 as compared with a similar period in 1933.

(a) Increase of 24% in number of intoxicated drivers.

(b) Increase of 55% in number of drunken pedestrians involved in automobile accidents.

(2) Mr. Lex Jensen, President, Berkeley Traffic Safety Commission, reports that of 119 accidents analyzed:

(a) 65% involved alcohol and averaged 2 persons killed or injured per accident.

(b) 35% were non-alcoholic and these averaged only 1 death or injury per accident.

(3) The Chicago Tribune (7-18-34) reported that automobile fatalities chargeable to drunken driving had increased more than fourfold since repeal.

(4) Dr. Theodore E. Schwarz, Assistant Superintendent of Alameda County Hospital, reports from 1000 to 1200 accidents cases per month. He stated in a recent talk that 1 out of every 5 of these cases involved a fractured skull.

(a) Of the accidents analyzed, 60% were due to alcohol.

(5) Dr. Herman Heise of Columbia Hospital, Milwaukee, who has analyzed many automobile accident cases, told the American Medical Association that in 62% of the cases, liquor was responsible for the accident.

f. Young people have the right to know that to drink alcohol send potential murderers out upon our streets and highways.

4. Other ways in which alcohol constitutes a social danger:

a. Increases the danger of insanity or mental disorder.

(1) Dr. W. L. Patterson, superintendent of a hospital for the insane in Minnesota, reports that an increase of 300% in the number of cases from July, 1933, to July, 1934.

b. Lessened efficiency in times of emergency.

(1) Ross B. Davis, fire chief of Philadelphia, states that for the first seven months of repeal, the intoxication among 2000 members of the force was double the amount for the full year of 1933.

c. Increased governmental expense in taking care of injured; increased police work, jails, hospitals, etc.

(1) Increases in drunkenness in 1934 over 1933:

(a) New York 55.5%.

(b) Los Angeles 95.5%.

(c) Portland 116.6%.

(d) Philadelphia 912.0%

(e) Detroit 164.0%.

(2) In San Francisco in September, 1934, 748 cases of intoxication were given treatment at the Emergency Hospital; 114 were women.

An Inheritable Poison

D. Alcoholism is one of three conditions the effects of which are inheritable. It is a protoplasmic poison. Three conditions are:

1. Lead poisoning;

2. Syphilis;

3. Alcoholism.

E. "There is no disease for which alcohol is a cure," says Dr. Howard Kelly of Johns Hopkins University.

1. Alcohol is listed as a poison rather than a medicine by the American Medical Association.

F. The use of alcohol causes an increased sickness and death rate.

1. "Alcohol never, under any condition, increases the vital energy of the body, but on the contrary, decreases it in a marked and uniform manner through its poisonous influence on the living cells. It increases liability to infectious diseases and prevents the development of immunity," says Dr. J. H. Kellogg, member of the Michigan State Board of Health.

2. Insurance company figures show that even the moderate drinker has his life expectancy shortened over thirteen years.

G. Alcohol causes a retarded rate of recovery from sickness or injury.

1. "Alcohol increases liability to accidents, and delays recovery," says Dr. Haven Emerson, author of "Alcohol and Man."

H. Alcohol, like other narcotics, is a habit former.

1. No man ever expects to become a drunkard.

2. Even now the use of 3.2% beer is decreasing because the users are beginning to demand a higher alcoholic content.

3. Alcohol creates an appetite for an ever-increasing amount as its use continues.

a. Government figures for 1934 show that the cost of legal liquor has averaged \$25 per capita this year. 1. This is exclusive of the amount spent for alcoholic liquor purchased from bootleggers, which is estimated to be at least as much as for legal liquor.

(a) "Bootlegging has increased 100 fold since repeal of Prohibition," says Joseph H. Choate, Director of Alcohol Administration, appointed by President Franklin D. Roosevelt.

(b) Delegates of the Alcoholic Beverages Wholesale Industry, representing 10,000 firms, in convention in Washington, D. C., charged that the bootlegger is supplying two quarts of liquor to American consumers for every one sold by the legal industry.

b. The Japanese have a proverb to express it: "First the man takes a drink, then the drink takes a drink, then the drink takes the man."

c. Because it is a habit former, alcohol creates a moral, social, and economic burden upon the individual, the family, and the community.

III. Why does alcohol have these effects?

A. Alcohol affects the nervous system, injures nerve fibers, impairs the functioning of the mind, and makes normal judgments impossible. Why?

1. The two actions that make alcohol so valuable outside of the body make it so harmful inside of the body:

- a. Alcohol dissolves fat,
- b. Alcohol absorbs water.

2. Compare the nerves with insulated electric wire. The nerves are covered with a water-proof, protective fatty coat, called "lipoid";

a. Alcohol circulating in the body dissolves off this protective coating, laying the nerve bare,

b. Alcohol then absorbs the necessary water out of the nerve fiber,

c. Nerves then cannot function normally,

d. Damage is repaired with scar tissue, which is never as perfect as the original, leaving some permanent injury each time.

B. Records have always shown that the use of alcohol causes an increased sickness and death rate; also a retarded rate of recovery from sickness or injury. Why?

The white blood corpuscles are the "soldiers" to destroy the disease germs which enter our body.

a. Alcohol numbs or deadens or slows down the action of these "soldiers" in killing the disease germs:

(1) So it makes it easier for germs to get a foothold in the body. This accounts for the fact that the user of alcohol is the "easiest victim" in cases of pneumonia, etc.

(2) It also makes it harder for the white corpuscles to overcome and destroy the germs after they have once established an infection in the body.

(3) It makes recovery less rapid and less certain.

* * *

President Owen Passes

FREDERICK AUGUSTUS OWEN, age 68, president of F. A. Owen Publishing Company and publisher of *The Instructor*, passed away recently at Dansville, New York. He established the Normal Instructor in 1891, primarily to aid him to obtain business for what is declared to have been the first correspondence course ever set up in this country—a course designed to aid elementary school teachers in advancing in their profession.

He has been in active charge of the business continuously since its foundation. H. G. Fowler, vice-president, is now president. Kenneth Plough, former Pacific Coast manager for the company and widely-known in California educational circles, is now secretary.

* * *

"FOUNDATIONS of Physics," by Alfred M. Butler, head of the science department, High School of Practical Arts, Boston, is a well-printed and abundantly illustrated text of over 600 pages. It replaces the author's previous volume, *Household Physics*. It is published by M. Barrows & Company of Boston.

The author in his preface declares that "physics is becoming an increasingly important part of a general education, both for the information that it imparts and for the training in accurate thinking that it affords. A well-founded knowledge of the common applications of physical principles is much more valuable in a well-rounded education than half-learned information about many applications." Butler's text is lucid and progressive.

The Recreation Movement

Presented at Recreation Section, School of Government Short Course, University of Southern California, 1935, by Major George W. Braden, of Pasadena, Western Representative, National Recreation Association.

THAT which we might refer to as our American plan of organized and supervised public recreation service is a composite result of play and recreation and leisure use interests of settlement house workers as reflected in the earlier services of Hull House, Chicago, and Hiram House, Cleveland, and kindred institutions; the early sand lot developments and the pressure for wider use of the Commons at Boston; the growing recreational emphasis in connection with physical education training and practices; the park and garden emphasis; the playground and community center emphasis of the earlier days of the National Recreation Association; and the outdoor recreation emphasis as expressed in the federal services of National Parks, National Forests and Fish and Game.

There has been an astonishing advance in nation-wide interest in play, recreation and leisure use activities during the past decade and more particularly since 1929. This is reflected in the several conferences called by various Federal and State Departments and the Federal Government itself, and more specifically in the large attendance and wide range of interest and generous participation by some 14 federal departments and some 26 state departments in the National Recreation Congress, auspices of the National Recreation Association, convening last October 1-5 in Washington, D. C.

While our subject does not include recreational developments in Europe, the Near and Far East, South America and South Africa, developments in these countries, particularly in Japan and some of the mid-European countries, notably Germany and Italy, parallel developments in the United States. The dangers of bureaucratic governmental control as in Germany, Italy and Russia need to be continuously kept in mind. We do not want to "goose-step" the recreation movement in America.

Five Steps in Community Recreation Progress

Community and public recreation developments every two years since the National Recreation Association was organized in 1906 have been greater than all of the years preceding. Those of us who have watched developments

during the past 30 years have been conscious of five steps in the forward march.

1. **1906-1917.** This period was characterized by the establishment of children's playgrounds in the large metropolitan centers of the country. Arthur Williams of the National Recreation Association, writing of this period, states: "The establishment of children's playgrounds in the larger metropolitan centers of the country, which were the first steps taken in the development of the present recreation movement, did not require general state legislation. As the advisability of establishing children's playgrounds in other than the larger metropolitan centers became apparent, there was a need for general state legislation throughout the states to establish playground work. Public support of playgrounds and recreation, with legal sanction by state and city, has rapidly replaced drives, tag days and other means of private support. Twenty-one states now have recreation enabling laws."

2. **1917-1923.** During the World War and the three years immediately following, the Playground Association of America (now the National Recreation Association) secured a broad expansion of recreational opportunities in the communities adjacent to war camps with a special concern for the men in the service and followed this privately maintained development for approximately three years after the war, securing a considerable transfer of the broadening program to public recreation service departments. Many departments which had before the war period been concerned entirely with the play of small children and a program consisting almost exclusively of physical activities added music, dramatics and the right observance of community-wide events to their local set-ups.

3. **1923-1929.** This period was characterized largely by the planning and securing of recreational open spaces and a general balancing of the type of outdoor recreation facilities offered. City planners began to give large attention to recreation open space planning. During this period such standards as one acre per hundred people of recreation open space in urban districts, five acres upwards for elementary

schools and a neighborhood playground every half mile in urban districts were more or less generally accepted. There was a tremendous increase in the number of tennis courts, baseball diamonds, athletic fields, swimming pools and golf courses.

4. 1929-1934. With the coming of the depression the National Recreation Association and many kindred movements successfully undertook a nation-wide campaign for maintaining community morale and personal emotional stability through a broad expansion of community recreation services with special concern for the unemployed and their families. During this period there has been a tremendous expansion of emergency recreation service, both in the construction of facilities and the expansion of leadership projects.

The National Recreation Association Year-Book just issued shows a total of 5153 men and women paid from emergency funds for service as recreation leaders with agencies or in towns, cities, or villages. Reports of such workers were received from 467 cities. *Nearly \$2,200,000 was spent for leadership service in these cities.

5. Foundation Laying for the Next Decade. The beginning of the ten-year period, 1935 to 1945, would indicate a broad expansion of the conception of recreation as a functional service with the action dynamic divided into a ten-point emphasis program, as recently adopted by the Los Angeles School District, as a basis for broadening the avocational training for leisure and the use of the same program by the National Recreation Association in establishing recreational councils in a score of cities.

Growth Revealed in National Recreation Association Year-Books

14 years growth—from 1921 to 1934			
National	1921	1934	
Cities reporting centers under paid leadership.....	502	773†	391‡
		1,164	
Number of paid workers.....	11,079	20,245†	18,021‡
		38,266	
Year-round workers	1,548	2,325†	1,491‡
		3,816	

†Normal.

‡Emergency.

Ten-Year Study Normal Service in Western Division comprising 11 Western States

	1923	1933
Number of cities operating	45	116
Budgets	\$2,714,629.21	\$4,241,658.84
Paid workers	595	2,348

California		
Number of cities operating	20	59
Paid workers	378	1,883

Recreation Becomes a Recognized Public Service

We conclude with a statement from the National Recreation Association's annual report: "More than 5 million children under 17 years of age used the playgrounds of the nation regularly last summer; about 1,624,000 young people and adults used our community recreation centers. More than 400,000 different individuals participated in arts and crafts, several hundred thousand in various music activities; approximately 84,000 were enrolled in organized community drama groups, with many more additional thousands participating in special drama activities such as pageants and festivals. It is impossible to estimate the total number of youth reached through all the different vigorous physical recreation activities. Available figures* indicate that 984,000 different individuals used the public tennis courts last year, 612,000 the baseball diamonds, nearly 400,000 the basketball courts."

*It is known that a considerable volume of emergency service was not reported, in part due to the changing emergency recreation administration personnel.

. . .

The students of the Warm Springs Elementary School at Warm Springs, Alameda County, published two highly creditable and interesting illustrated annuals. El Pomona is published by the students of grades 5-6-7-8. El Pomona, Jr., is published by the children of the primary and intermediate grades. The brochures are well-hectographed and mimeographed and are made up of original compositions and illustrations by the children. The principal of Warm Springs Elementary School is L. H. Maffey.

. . .

EDGAR RICE BURROUGHS has recently brought out a new adventure story in his famous Tarzan series, "Tarzan and the Leopard Men." The Tarzan series has become world-famous and Tarzan's new adventures among the Leopard Men are as fascinating as those narrated in preceding volumes.

Big Schools Smother Little People

SARELLEN M. WUEST, *English Teacher*
Horace Mann Junior High School, San Diego

ONE thousand fifty-six other children attend the school where Lucille is a Fourth Grade pupil. Forty-six are in her classroom, sharing the time and guidance of her teacher.

One Monday afternoon, when the teacher met the principal in the hall, she said to him, "What do you suppose makes Lucille behave as she does?"

"What has she done?"

The teacher related the day's offenses.

"First of all, she was tardy this morning. She was inattentive and lost her place when she tried to read. At noon she fought to push her way into the cafeteria line, instead of going to the end in the fair way. She refused to eat the food she bought. She had a temper tantrum in the hall instead of going out to the playground. This afternoon she spilled her ink through carelessness, ruining two textbooks. She was dismissed at 3 o'clock and told to go directly home. Instead she loitered around the oil station, playing, left the water faucets running, and was brought back to school by the operator of the station who says he has put up with the children as long as he intends to."

There stood Lucille, a thin little girl, her cheeks stained with tears, looking at the tall people who stood inside the glass office. She felt sick with fear. They called her in and questioned her casually and kindly. She had not much to say. They had not hoped for much. She promised in a tremulous voice to try to be better tomorrow, ran down the long hall, out the door, and homeward.

"Maybe the visiting teacher could help. . . ."

"Her hands are already full of petty thefts, truancy cases, and sex offenses," the principal cut in.

"It seems as if. . . . It's too bad that. . . ."

The teacher returned to her room. The principal went on with his work. No one had answered the question, "Why is Lucille a bad little girl?"

LUCILLE had awakened by herself that morning. She and mother had gone to the show the night before. Two long pictures, a comedy, and a Mickey Mouse reel had kept

Lucille awake until midnight. As she opened her eyes she noted with panic that the clock said a quarter to nine. Mother still slept soundly. She rolled out reluctantly when Lucille poked her frantically, dumped a portion of prepared cereal into a bowl, and turned to the refrigerator for milk. Lucille howled that she had not time to eat. She would be late!

What dress would she put on? None was clean. Mother looked at the soiled frocks in the laundry bag, and felt speculatively of those damp for ironing in the washbasket. No. No dress. Perplexed, she turned and tossed Lucille a new frock, unfinished as to yoke and collar. It was mussed from cramped quarters in the sewing drawer, but it was clean and bright. Lucille pulled it over her head and looked with consternation at the raw cuts about the neck.

"Put on your sweater to cover it," said Mother.

"But, Mama, it's hot today, like yesterday was."

Nevertheless, she put on her sweater and ran out of the house, a dime for lunch clenched in her hand.

Thus Lucille was late.

She ran all the way to school, and as she entered the teacher looked inquiringly at her. The Promptness Committee, whose job it was to check tardiness, glared at her with undisguised displeasure. Their's not to reason why; they wanted a perfect record.

She opened her book and tried to follow along with the lesson, but her stomach rumbled with hunger and her hand trembled with faintness. The teacher, in an attempt to give her the thread of the story, called upon her to read. Just at that moment the boy behind Lucille leaned forward and chuckled in her ear, "Hey, your sweater's on inside out." Lucille looked down and saw that he was right. Humiliation mounted in her. The chance to read passed on, but Lucille's embarrassment remained.

At noon she went down the hall and joined the cafeteria line at its growing end. Children rapidly filled in behind her and the long queue moved up toward the serving counter. Lucille grasped her dime in her fist but for all her care it slipped from her hand and rolled across the

hall. She darted after it. Returning to the line she found her place filled by the hungry children pushing from behind.

"I was in here," she said, nudging for a place.

"You weren't either. Get out of here," said the boy who had moved up.

"I was, too," said Lucille, shoving for an entry.

The boy struck her and she hit back at him. A teacher approached.

"She's trying to crowd in," said the boy, loudly.

"Both of you go to the end of the line," said the teacher.

Lucille went back to the end of the line.

It was a busy day at the school cafeteria. A warm hazy morning forecasting showers had caused many children who usually ate at home to lunch at school that day. There wasn't much left to choose from when Lucille arrived at the counter. She reached for potato chips and a taffy bar, but another teacher who checked the trays at the cash register stopped her.

"You'll have to take something more substantial than that, child," she said briskly.

"But I don't like the other things," protested Lucille.

The teacher cleared her tray with a sweeping gesture and placed upon it a dish of boiled spinach and one of rhubarb. The child was pushed along by the customers behind her. She walked to a table and placed her tray upon it. Another teacher walking up and down between the tables drew near and Lucille said, "I don't want this. Can I get my money back?"

"No. You eat it. It is unsanitary for the children to exchange food."

She passed by, but Lucille suddenly incensed, cried out, "I want my money back."

"Eat your lunch and keep quiet," said the teacher, returning.

"I don't like it," Lucille repeated, and began to cry.

"Then go out into the hall and do not spoil everyone's lunch period."

LUCILLE went into the hall and stood there crying resentfully and saying, "I want my money back."

Presently another teacher came along, saying, "What are you doing in the hall?" and before Lucille could answer, "Go out to your playground."

At 1 o'clock she came upstairs with her class.

The inkwells had been freshly filled. The little girl across the aisle said, "Ha, ha, Lucille, everybody got ink but you!" Lucille put her finger under her ink well and raised it to see if she had been left out. With astonishing suddenness it tipped and a great puddle of ink rolled down the desk onto Lucille's dress. She must not let the teacher see for the teacher always frowned at accidents and took away the fascinating ink, saying, "You are not ready for ink, yet. You are still careless."

At 3 o'clock, Lucille determined to go to the basement and wash out the ink. Mother would be very angry to see it on a new dress not yet finished. But the teacher said, "Go straight home," and watched a few minutes to see that the children started in the right direction. Then Lucille thought of the faucet at the oil station and was ineffectually trying to wash her dress when the man came and dragged her back to school. She went, whimpering, her wet dress flapping against her skinny legs, afraid of the man, her teacher, the principal, and her mother.

Why is Lucille a bad child? No one seems to know. Can it be that she is ignored, lonely, and unhappy among the one thousand and fifty-six other children. Big schools smother little people.

FIFTEENTH annual American Education Week will be observed November 11-17. This celebration is sponsored by the National Education Association, the U. S. Office of Education, and the American Legion. It is a widely-observed national event. Last year 40 governors issued American Education Week proclamations, calling upon citizens to visit the schools and take part in the exercises expressive of "the State's duty to the School and the School's obligation to advance the high purposes of the State." Upwards of six million adult citizens took part in 1934. Approximately 4000 communities were active in its observance.

Although each community will adapt the theme of American Education Week to its particular needs, the suggested topics for day-to-day discussions are as follows: November 11—The School and the Citizen; November 12—The School and the State; November 13—The School and the Nation; November 14—The School and Social Change; November 15—The School and Country Life; November 16—The School and Recreation; November 17—Education and the Good Life.

The Junior College and Modern Youth

A radio talk by HARRY E. TYLER, Dean of Men, Sacramento Junior College

WELL, that's that," said Mr. Kentwood as he sank into a chair and mopped his moist brow. Then looking inquiringly at Mrs. Kentwood who had seated herself nearby, he inquired "Now where do they go from here?"

It was one of those warm evenings in early June that are always spoken of as "unusual" in California. The Kentwoods had just returned from the high school graduation exercises where they had witnessed their 17-year-old twins, Jerry and Geraldine, complete their high school careers. Now that the program was over and the parents were alone, there was much to be discussed. The problem that so concerned them on this night is the same problem facing thousands of other California parents and so we will listen-in on their conversation to see if they find satisfactory answers to their questions.

"Well, Dad, it doesn't seem possible that the youngsters are through high school," began Mrs. Kentwood. "I thought for awhile that Jerry was going to fall by the wayside, but he finally pulled through and was able to keep his sister company tonight. But I can't bear to think about them going away to college. They are only 17, you know."

"Yes, I know. Seventeen is pretty young to leave home these days," thoughtfully replied her husband. "I have been thinking the matter over a good deal lately, and have also made a number of inquiries from people that have had experience along these lines. I think the best thing for us to do is to have the children stay at home for the next two years and attend the junior college in the next town. They could drive over there every morning and come home in the evening."

"But Geraldine told me again tonight, that if she couldn't go to a university she didn't want to go anywhere," sighed Mrs. Kentwood. "She says that a junior college is nothing but a glorified high school, and she wants to go to a real college."

Mr. Kentwood settled himself comfortably before he answered, "I was talking to Tom Ralston today. Tom's son, Bill, graduates tomorrow from our neighboring junior college and Tom seems to know all about junior colleges. He says emphatically that a junior college is not a glorified high school at all. Most of the junior colleges are completely independent of

any high school and are located on separate campuses. He gave me a recent junior college bulletin and I was surprised to find that there are over 2000 students enrolled and a faculty of nearly 70 men and women. Every one on the faculty has the equivalent of 5 years of college training and several have doctors degrees. From what I was told there is nothing 'high schoolish' about this junior college, unless it is the personal interest that the faculty takes in the students. Tom said that his son is 'quite keen' about the junior college, and you remember how he felt about going there in the first place."

"But Geraldine says that nobody goes to junior colleges except students that can't get into university," interrupted Mrs. Kentwood, "and you know that our daughter has made very good marks in high school. It seems to me that it would be a sort of let-down to send a good student to a junior college."

"As much as I hate to say it, I'm afraid that Geraldine is wrong about that," her husband responded. "Tom Ralston says that nearly 30% of the students in this junior college could have gone directly to a university had they so desired, and in some junior colleges the percentage is higher. There are lots of recommended students in junior colleges. Our daughter will find plenty of prospective Phi Beta Kappas in this institution, so she need not worry on that score."

"But if she goes to the junior college Geraldine says she can't enter university later," challenged Mrs. Kentwood.

Enter University as a Junior

"I have found the answer to that one," grinned Mr. Kentwood. "I have it straight from headquarters that any junior college graduate who meets university lower division requirements and makes at least a 'C' average, may enter that institution as a junior—and there are lots of them that do it too. Not only that, but any student that was unable to enter university as a freshman because of poor high school marks or other deficiencies may transfer at any time after he makes up his deficiencies in a junior college. Of course Geraldine could transfer if she makes good enough marks in the junior college."

Mr. Kentwood had found the true answers to objections frequently raised concerning students

spending the first year or two of their college training in a junior college. Junior colleges are not just for students unable to go to a four-year college or university directly from high school. Junior colleges offer two years of work suited to the needs of nearly all high school graduates. Now let us return again to the living room of the Kentwoods.

What About Jerry?

"But what about Jerry's future?" questioned Mrs. Kentwood, "You know his high school record has been none too good. Besides, he hasn't the slightest idea what he wants to do."

"I'll admit that Jerry has caused me a good deal of worry lately," replied her husband. "When I was a boy I didn't even have to finish school to get a job. But Jerry has been unable to find work even during the summer. I have thought it might be a good thing for him to work awhile before going on to school, but he hasn't located anything yet. I have tried myself, with all my influence, pull and 'what have you,' and I have had no luck at all. Industry has no use for 17-year-olds anymore. But good old Tom Ralston came to my rescue again. He arranged for me to eat lunch today with the head of our nearby junior college, and I think I have found the solution to Jerry's problem."

"This man tells me that there are lots of young people in the same state of uncertainty regarding the future. He said that in his institution the college authorities try to find out by the use of interviews, tests, and other means, the interests and abilities of the incoming freshmen. They have counselors with whom they can talk, not only about their college course, but their life plans as well. Every effort is made to help the student find himself. He told me that the junior colleges offer a wide variety of courses, not only preparatory for university work but courses that train students to take positions in aeronautics, commerce, engineering, nursing and other semi-professions. Jerry really does not know what his abilities are, nor what opportunities the world offers. I am sure his junior college counselor could help him a good deal to settle upon some avenue of training. Even if he should try some field and find it too difficult, or not to his liking, it would be much better to make these discoveries in the junior college, than in a university." As Mr. Kentwood finished this statement, he rose from his chair indicating that as far as he was concerned the matter was settled.

He had learned of some of the attempts being made by the public junior colleges of Cali-

fornia to help this large group of young people who are uncertain about their future. Some one has estimated that over a million young men, and girls too, just about the ages of the Kentwood twins, are walking the highways and riding the freights looking for that opportunity that they have been told awaits them somewhere. You and I know only too well the many problems we have had to muddle through because we were untrained to meet the ever-changing world about us. A thorough knowledge of social, economic and political principles is necessary to happy and successful living in this modern world. The junior college offers a variety of courses which assist young people in an understanding of these changing times. The junior college is trying to help our young people to face the modern world more intelligently.

Mrs. Kentwood has one more question to ask before she is satisfied that her husband had indeed found the answer to their problems. "But what will it cost for the twins to go to a junior college?"

The Cost Is Small

Mr. Kentwood leaned forward in his enthusiasm as he replied: "There is absolutely no tuition whatever, and practically no fees. Why Bill Ralston took some science courses in junior college with no fees, which would have cost as high as \$25 in fees alone at other institutions. The only item of school expense is for books and supplies, which means that our principal cost will be for board, room and clothes. But since the children will live at home that will not be great. The junior college makes it possible for Geraldine and Jerry to get at least two years advanced training at a minimum cost."

The problem faced by the Kentwoods in the education of their children is typical of those faced by all parents of modern youth in America today. Thousands of young people are graduating from our high schools every year, and the door of industrial opportunity is closed to them, as the age at which they can enter is constantly advancing. Many of them are too young to go away from home to attend college in some distant city. A large number are not prepared to meet the entrance requirements of universities. These young people are lost in the mad whirlpool of modern life. It is no wonder that this after-high-school age is called "the critical age."

Fortunately for the parents of California young people a wise legislature and an intelligent electorate have provided the public junior college to meet the needs of modern

youth. Supported by the state, the counties and the local districts are to be found these institutions offering at least two years of continued training for all high school graduates or mature individuals who have not graduated from high school. The public junior college is meeting the needs of the youth of California in this modern age.

* * *

California Rain

LESLIE EYNON

*Highland Junior High School
San Bernardino County*

A RUSH of breeze,
A swish of leaves,
The eucalyptus bends.
The pepper boughs
Are sweeping low,
As God His cool rain sends.

* * *

The Substitute Teacher

RAYMOND KING, *Palo Alto*

IN place of a regular teaching position, after seven years of teaching experience, this past year I have been doing the next best thing if one wishes to teach at all: substitute. Unexpected illness will force the regular teacher to suddenly retire from the classroom, leaving a new teacher to hastily assume charge.

The substitute teacher is then really an emergency teacher, ready to quickly take charge of a situation. The substitute teacher is confronted with the problem of carrying on, with the least interruption, the program already being followed. Too wide a variation from this will require a period of adjustment by the students with confusion, loss of interest and retardation as the result. The substitute teacher does not have the opportunity to leisurely lead the class along the roads of academic travel which he would build, but along roads already mapped out by the teacher he is replacing.

The substitute teacher must realize that the class is already in motion, the tempo has been fixed and it is his task to adapt himself to the pace. I learned that to treat the constituents of a class as though they were starting the term is a wrong attitude, a mistake which can be easily made. I tried to assume the attitude that

I was a component part of the class and not an outsider appointed to keep the students marking time until the regular teacher returned to duty.

Sometimes it is difficult to obtain information on the method of teaching employed by the regular teacher. Perhaps the teacher is inaccessible for consultation, through physical unfitness to see anyone. When this is true the principal may have some instructions, left with him by the teacher. Responsible and co-operative members of the class will always volunteer to outline the main features of class-work organization.

There will be certain members of the class who see in the change of teachers an opportunity to embarrass and test out the new teacher. A substitute should exhibit firmness at once. During this critical period no laxness in discipline should be tolerated.

In doing this substitute work, I gained experience in meeting an emergency; also, it gave me some training in adaptability. It gave me an opportunity to again practice my vocation; to develop a facility in following and directing a plan already in operation. Through it all I sensed a necessity for alertness, the need for appreciation of, and sympathy for, different teaching schemes.

* * *

First Week Sympathy

ETHEL W. BAYLESS

Alice Birney School, San Diego

ON Friday night I drop into my chair,
And try to speak coherent words to Claude,
Who waits when school is done to wash the boards,

"And watch the new sponge swell up big, you know";

He also states that if he stays an hour
His 'bud' will have the lawn all mowed at home;
(A keen, shrewd business head has Claude,
although

His problems for the day are mostly wrong.)
I sink exhausted. As I heave a sigh,
Claude looks at me and then he says, "Say, why
D'you like to fool around with all us kids,
A teachin' school? My mother says if SHE
Had forty 'children' round her all day long,
A makin' noise and actin' just like me—
She says she knows SHE'D never stand the
test,

She'd spank a dozen hard and whip the rest!"

Californians at Denver

(Continued from Page 18)

Hodges, Los Angeles; Mrs. Vida Hollenbeck, La Mesa; Cora M. Holt, Los Angeles; Helen Holt, Alameda; Chauncey R. Houstman, Long Beach; Mr. and Mrs. Bailey W. Howard, Pasadena; Elizabeth Howe, Hollywood; Cleo Howell, Richmond; Nathan H. Hubbard, Los Angeles; W. J. Hunting, Lindsay; R. B. Huxtable, Los Angeles.

Ida Christine Iversen, Los Angeles.

Charles W. Jackson, Long Beach; Harry Jackson, Santa Ana; Mathilde H. Jahn, Long Beach; Laurence O. Janssen, Sacramento; Anna Irene Jenkins, Los Angeles; William G. Johnson, San Pedro; Belle B. Johnstone, Los Angeles; Easley S. Jones, Santa Barbara; Mrs. Eugenia West Jones, Los Angeles; Hazel Jory, Oakland; George W. Josten, Pasadena; J. A. Joyce, Taft.

Henry Kerr, Fresno; Lillie Kertell, San Mateo; Myrtle Kime, Napa; W. Harold Kingsley, Palos Verdes; Ernestine A. Kinney, Los Angeles; Dorothy Knoblock, Los Angeles; Grace I. Knoles, San Francisco; George T. Krous, Fresno; Belle S. Keuhny, Los Angeles; Henry Kunz, Turlock.

Richard Laidlaw, San Francisco; Anita Laton, Berkeley; Ora L. Lefevre, Los Angeles; Ruth H. Libby, Long Beach; Mrs. Bertha B. M. Lighton, Los Angeles; James Locke, Oakland; Helen M. Lord, Los Angeles; Ida May Lovejoy, San Diego; Harley W. Lyon, Pasadena.

Glenn F. Macomber, Riverside; Gertrude Malory, San Gabriel; Vera W. Maple, Burlingame; Maroe Manlove, Long Beach; George C. Mann, Los Angeles; Elizabeth Marcus, Oakland; Perry V. Martin, San Francisco; Elizabeth Hugus Mason, Dos Palos; Marie Matley, Los Angeles; Helen Matthes, Oakland; Maud Maxson, Whittier; Aileen McCandless, Berkeley; May R. McCardle, Fresno; Rhoda Naylor McDougall, San Diego; Faith S. McIntosh, San Diego; Jen McRoberts, Bakersfield; Mrs. Agnes Weber Meade, Marysville; Louise M. Meeker, Santa Monica; Arbie Mendenhall, Glendale; Ruth Mendenhall, Los Gatos; Jessie E. Miller, Oakland; Karl W. Mitchell, Visalia; Helen More, Santa Cruz; Mrs. Natalie B. Morgan, Beverly Hills; Lars H. Martensen, Los Angeles; Gertrude Mount, Los Angeles; Nellie Munson, Los Angeles.

Evelyn L. Nancarrow, Anaheim; John H. Napier, Emeryville; B. Pearl Nicholson, Santa Ana; Mrs. Lucia Benton Noble, Inglewood; Mrs. Alice Norton, San Francisco; Vivienne Noyes, Hollywood.

Ethel L. O'Connor, Piedmont.

John H. Palmer, Placerville; Mrs. Georgia B. Parsons, Los Angeles; Charles F. Perrott, Turlock; W. J. Peters, San Jose; Eleanore Peterson, Los Angeles; John F. Pierce, Kingsburg; Lulu M. Pinger, Berkeley; Gladys Potter, Sacramento; C. W. Preston, Los Angeles.

Everett Rea, Costa Mesa; Agnes Reh, Los Angeles; Nicholas Ricciardi, San Bernardino; Mardele Robinson, South Pasadena; Virginia F. Rowell, Los Angeles.

Margaret L. Sanderson, San Francisco; Mrs. Edith C. Saylor, Berkeley; Ruth Schreibels, Hol-

ister; Leta M. Scott, Redlands; Mr. and Mrs. John A. Sexson, Pasadena; Harriet C. Shadforth, Brea; Albert M. Shaw, Los Angeles; Inez J. Sheldon, Ojai; Anne L. Shepard, Los Angeles; Frederic T. Shipp, San Jose; Caroline Shotwell, Long Beach; Kate Shove, Oakhurst; Mrs. Julia E. Sims, San Diego; Jewell Sires, Los Angeles; Jeannette Smoyer, Santa Rosa; Mrs. Nettie H. Smoyer, Santa Rosa; Miss Dean Grayson Smith, Oakland; John Allan Smith, Los Angeles; Josephine P. Smith, Los Angeles; Nina Grace Smith, Los Angeles; Vivian Smith, Salinas; Robert Wade Snyder, Oakland; Marie Spencer, Oakland; Helen F. Sandler, Sacramento; L. L. Standley, Berkeley; Mildred Stevens, Vallejo; Dorothy Hazlett Sullivan, South Pasadena; Margaret Sullivan, San Diego; Rose E. Swan, Los Angeles; Helen Sylvester, San Diego.

A. E. Tanner, Tulare; Mrs. Mary Lydia Stone Tarr, San Pedro; Nina Thornburg, Los Angeles; F. L. Thurston, Pasadena; Agnes M. Tobin, Fresno; Saidie Mae Tobin, Fresno; Sadie Theo Tobin, Los Angeles; George M. Thiriot, Oakland; Marie Traynor, San Francisco; W. A. Tucker, Long Beach.

J. P. Utter, Vallejo.

Mr. and Mrs. C. Addison Van Loenen, Laguna Beach; John D. Vance, Los Angeles; Mrs. Rubetta S. Vandegrift, Los Angeles; Verner V. Vanderlip, Norwalk; Eugenia Veldman, Inglewood; Mrs. Marie M. Vicklund, Los Angeles.

Thomas A. Walton, San Diego; Elmer E. Washburn, Oakland; Charles Waugh, Berkeley; Louise Weatherbee, Los Angeles; Raymond E. Welford, Los Angeles; Bettye R. Wells, Los Angeles; Helen E. Wheat, Los Angeles; James Lawrence White, Los Angeles; Mrs. Phoebe White, Stockton; Edith Griffin Whitley, Los Angeles; Elizabeth Whitton, Oakland; Pauline Wigginton, Glendale; Alice Williamson, Anaheim; Mrs. Alice Wilson, San Francisco; Rena P. Wilson, Los Angeles; Mr. and Mrs. Willard H. Wilt, Los Angeles; S. M. Wixman, Los Angeles; Mr. Ada V. Withrew, San Jose; C. H. Woodruff, Long Beach; Ralph T. Works, Los Angeles.

Lucy Zangerle, Sacramento.

* * *

Convention Symposium

(Continued from Page 18)

THE N. E. A. assembled in the Denver convention showed a collective boldness in the face of the challenge to American teachers to rise to their full stature as social artisans and artists. Too long have many teachers quite naturally and cheerfully fallen in with the notion—still widely current—that it is their whole responsibility to teach Johnnie some ciphering and Mary some spelling. While it may be that some members of this representative convention gave no more than just a "hand" in the meeting hall to the discussions on academic freedom, still the unequivocal resolution eventually accepted by the convention showed that the teachers as a group are listening to their own prophets who have a social vision and are ready to follow their leaders who are thinking their way

through the intricacies of social problems.—Evelyn Clement, Chief, Division of Teacher Training and Certification, California State Department of Education.

* * *

The Needs of Youth

THE most valuable contribution of the convention in my estimation was: 1. General sessions of Monday, July 1, when the very pertinent topic "Needs of Adult Education" was presented in forum discussion. After presentations by each member of the forum group, J. W. Studebaker, leader, projected the following thought: "Public Affairs Forums should be planned as agencies for Adult Education."

2. General sessions of Wednesday, July 3, when the equally pertinent topic "Needs of Youth" was presented in forum discussion. Robert Bush, president, Associated Students, Colorado State College, made a very able contribution to the cause.—Agnes Weber Meade, Superintendent of Schools, Yuba County, Marysville.

* * *

Investigate the Munitions Ghoul

AT the outstanding convention session, Governor McNutt of Indiana and Senator Nye from North Dakota made stirring addresses. Senator Nye's address consisted mainly of an expose of the findings of the "Special Committee to Investigate the Munitions Industry."

His thesis was that education is the only safe and sane force for American national defense.—George T. Krous, Principal, Kirk School, Fresno

* * *

We Visit Estes Park

I COULD tell something about the 1200 official delegates to the N. E. A. Convention. I could tell more about the 82 California educators who made the trip by special train. I could even tell you something about academic freedom, the protection of the teacher, and the program of free speech planned for the future, but I'd like to tell you about the royal welcome to Denver and to Colorado.

Never have I met more friendly, hospitable people. Their welcome to the delegates was so sincerely extended that immediately one felt right at home. Every effort was made to provide services and conveniences for the visitor and Denver's interest and enthusiasm was reflected at every turn.

Friday, July 5, was Recreation Day and the delegates were introduced to Colorado's mountain playground. Here they were met by brass bands and escorted by state police through beautiful Estes Park, Rocky Mountain's National Park. A bountiful barbecue luncheon and a delicious picnic supper were also provided.

Colorado, you did your work well. The 1935 delegates will never forget your hospitality. We thank you.—Ida Crawford, Librarian, Hoover Junior High School, Oakland.

We Make Little Impression

THE National Education Association left me with a renewed conviction that it and the teachers it represents are making little impression on the society of which we are a part and which we serve. Overwhelming proof was presented in every meeting either directly or indirectly.

The Civilian Conservation Corps, the fifty millions for the National Youth Organization, are proof of it. Have we convinced our supporting society that we have a powerful, functioning program of education that knows where it is going and can present its product as proof that it gets these? We have not, or the administration of these national projects would be in the hands of educators.

The fight for academic freedom proves it. Have we convinced our supporting society that the teaching in our schools and colleges is really functioning as more intelligent participation in that society? If we had, we would not need to pass resolutions regarding academic freedom.

We will never inspire this faith in and loyalty to our work until we have built up our national organization so that it can by means of research and other means necessary not only discover what we should teach and how we should teach it, but also, discover ways of informing society of and winning its support for our educational program. We will do this when and only when each of us becomes an active, participating and supporting member of the N. E. A.—Mardele Robinson, South Pasadena Education Association

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Unemployment Means Degeneration

REGISTRATIONS at the convention totaled the almost unprecedented figure of 12,000. This has been topped, in almost 80 years, only by the Los Angeles convention of 1931, at which 16,000 registered.

I quote a few of the highlights from some of the prominent speakers. Dr. William H. Kilpatrick, Columbia University, "If we cannot in some way keep our youth at some sort of occupation, they will degenerate, and with them will go our whole civilization." Alexander J. Stoddard, Providence, Rhode Island, "Prejudice is a judgment that got 'ripe too soon. Youth must be taught to know where happiness may be found." Linda A. Eastman, Cleveland, Ohio, "Learning is a process of individual discovery. Great men have received their training through reading books." Governor Paul V. McNutt of Indiana, "The constitutional provision, 'That all men are created equal,' does not mean that all men are created with the same mental and physical capacities or are endowed with the same moral stamina. It does mean that all men are equal before the law."

The courteous attention accorded the visiting teachers will make this convention one long to be remembered.—Jewell Sires, Teacher, Soto Street School, Los Angeles.

A Convention Acrostic

NEW Charter makes admirable headway.
ELEMENTARY Principals elect Harley W. Lyon, Pasadena, national president.
AGNES SAMUELSON, Iowa's vigorous State Superintendent, becomes our leader for the year.
DISCUSSION panels add variety and interest to the program.
EMERGENCY in Education teaches educators the value of strong central organization and how to deal with forces in Washington, reports Chairman John K. Norton.
NYE, Senator from N. D., ably and vigorously attacks munitions makers and the war racket.
VERY unusual and enjoyable trips arranged by our Denver hosts for our entertainment on Recreation Day.
EDUCATORS from the entire nation join in honoring Secretary Emeritus J. W. Crabtree at Life Membership Dinner.
RECOGNITION of the "Needs of Youth" today constituted one of the outstanding discussion panels of the convention.
 —Harry L. Buckalew, Principal, John C. Fremont and Jefferson Schools, Fresno.

* * *

Friendly Co-operation

IBELIEVE the fine spirit of friendly co-operation of the educators and their desire to be well informed in the newest and best ideas and ideals so ably presented by the various departments in the convention theme "The Needs of Youth," will help to establish a better understanding between the dissatisfied taxpaying public and the public schools of our land.—Mattie C. Edmonds, President, California Kindergarten Primary Association Southern Section, Los Angeles.

* * *

Facts About the War-Makers

DESPITE the importance of such issues as academic freedom and federal aid for education, the address of Senator Gerald R. Nye rates the distinction of being one of the real highlights of the 1935 convention. Not only was the address stirring and enlightening, but it was significant as an indication of the type of information educators need to have if they are to give their students an accurate interpretation of national and world affairs.

It was a rare opportunity to learn some of the unpublished facts behind the story of the World War and some of the factors which stand in the way of lasting world peace as a result of the profits possible in the manufacture of munitions.—Donald L. Davis, Assistant in Research, Oakland Public Schools.

The East Is Timid

WE were especially impressed with the great strides that the West is making in the reorganization of high school subjects. The schools along the Atlantic coast, according to the conversations of teachers, still seem to be so rigidly held down by college entrance requirements that they do not dare attempt many changes. The experimental attitude seems to begin in the Mississippi Valley and increase toward the West.—George Eby, Science Teacher, Richmond Union High School.

* * *

The New Junior School

ONE of the outstanding features of the convention was the junior school plan as presented by Robert H. Lane of the Los Angeles City Schools and Dr. Niles Smith of Whittier College.

From the presentation and jury-type panel discussion, it was learned, under the new plan, day nurseries, nursery schools, kindergartens, First, Second and Third Grade will be an organized unit and become a part of the public schools.

Under the new set-up traditional cross grades will be replaced by family groups. Social development of the child and teacher judgment were thought the best criteria for the formation of these groups. Report cards with traditional mathematical markings will give way to letters written by the pupil telling of his successes and failures, supplemented by the teacher and parent.

The old system of promotion by grades will be supplanted by a movement of the child from one group to another in which his social reactions are more in harmony with other members of the group.

Under the junior school plan the public schools will enjoy an expansion, better instructions suited to child needs, and because of its unity and simplicity will ultimately reduce school costs. It was further believed with the use of this plan the child will receive a continuous happy development without fear of failure.—W. E. Raymond, delegate, Los Angeles City Schools.

* * *

The National Defense Racket

THE address by Senator Nye on the munitions investigation by the U. S. Senate was most worthwhile and thrilling. He made a plea for education as national defense, denounced the "National Defense Racket" and advocated putting munitions on a "cash and carry basis" as a means of taking the profit out of war.

Forum discussion: Needs of Youth. The vital need of guidance and leadership discussed. Youth today needs work, comradeship and self-development. Our curriculum should help to develop

leaders for actual service in public affairs. Youth, to fit into our world, must know more about our political government. Lack of civic interest is one of the American tragedies.

Panel discussion: Adult Education. Aim: To teach adults to live effectively in a modern world. Participation in an educational program necessitates some kind of organization which will reach all its people. Enlist interests of all adult citizens in community! Forums are the contribution of 20th century to modern civilization.—Edith Griffin Whitley, Los Angeles City Teachers Club.

* * *

California's Influence Is Important

TO be a delegate to a convention of the National Education Association is an experience which I wish every teacher might have, for it tends to give one a new and bigger perspective of the teaching profession.

The personnel and magnitude of the organization with its efficient leadership and intelligent membership as demonstrated at the Denver meeting makes one proud to be a member of the teaching profession. Many controversial questions in connection with the adoption of the new charter were presented and disposed of in a very orderly manner in view of the large number and diverse views of the delegates.

It was obvious that the California delegation with its numbers and conservative good judgment was an important if quiet influence in all business matters. The hospitality of Colorado teachers and civic organizations surpasses description.—Myrtle Gustafson, Oakland Teachers Association.

* * *

The Representative Assembly Is Good

I ENJOYED the convention although I prefer air-conditioned auditoriums in the summer time. I enjoyed the Pasadena Breakfast, the P. D. K. luncheon, the science dinner, and the field trip to the Coors Pottery where we received a 3-piece set of porcelain trays stamped with N. E. A. on them.

I thrilled to the Representative Assemblies as this was the first convention that I attended as a delegate to the N. E. A. I marvelled at the big delegation from our own state and assisted in the invitation extended through Mr. Sexson for the convention in 1938.

One is impressed when attending the big meetings of the power this organization has as it is directed in meaningful channels along lines to which all parties agree. As has been repeatedly reiterated, we need to educate the nation, and the federal government as to what education is, what it is doing and what it should do for America and what its rightful recognition should enjoy on a national basis.—George W. Josten, Delegate, Pasadena City Schools, Pasadena Teachers Association.

The President's Reception

THE convention was outstanding for many reasons and yet I realize the highlights for one, might not be for another, and such a report is bound to be personal. For brevity I will list them in this manner:

Professionally. The address given by Professor F. B. Knight, "What Teaching Really Is," was a masterpiece and most of that talk ought to be published in every teachers magazine. The elementary school exhibit was wonderful.

Socially. The President's reception at the Governor's palace and the Classroom Teachers banquet was something the delegates will never forget, also Denver's hospitality. What sights we had in that trip through the Rockies to an elevation of over 12,000 feet into the snow.

Educationally. The speakers from all walks of life, including governors, stressed the teaching of natural living on the highest plane, good habits of health, better citizenship and all with trained freedom.—Elizabeth Marcus, Oakland Teachers Association.

* * *

Federal Aid for Education

IT was a sober convention. It could not be otherwise and properly reflect the thinking of the Nation's teachers concerning school responsibilities.

It was a stimulating convention and sufficiently provocative to keep us well awake. The Columbia group shared with us their acumen, their seriousness of purpose, and their reach for real responsibility. Perhaps we agreed, perhaps we did not, but no one left Convention Hall when those gentlemen had the floor.

The outstanding highlight of the convention was the unanimity of thought concerning federal aid for public education. It must come if youth is to have a fair chance in this upset social order.—Ida Christine Iversen, President, Principals Club, Los Angeles City Elementary Schools.

* * *

The Evils of Munitions

TO me the whole affair at Denver was a revelation and an inspiration. Association with the thousands of representative teachers from all sections of the United States and getting their views on educational questions increased my pride in the profession and zeal for the work.

I felt that the climax to the convention was the speech by Senator Nye of South Dakota. The Senator, by his revelation of the evil practices of munition makers and other self-seeking citizens, brought home to all educators their responsibility for trying to develop finer types of men and women from the young people under their care.—J. E. Birch, Principal, Willows Union School, Glenn County.

THE forum discussion on "The Needs of Youth" was to me the high point of the Denver meeting. The adult speakers, noted men and women, presented phases of their work. But it was the young president of the Associated Students of Colorado State College, whose message touched me most deeply. As he stood before us, erect, clear-voiced, able to speak readily without notes, this thought came to me: So many of us have felt discouraged, have feared that we have failed utterly in preparing youth for what it must face. But there stands a symbol; this boy, calm and courageous, facing this convention, as he and his fellows will face the world.—Edith C. Sayler, Berkeley.

IT was indeed a great privilege to attend an N. E. A. Convention in the delightful city of Denver. What I do remember, and I am sure I will always cherish, are: the Life Member Banquet given in honor of Secretary Emeritus Crabtree; the pleasure of hearing, in person, Dr. Kilpatrick; and the appeal to reason given in the final address by Senator Gerald P. Nye. Those three events alone would have well repaid me for my efforts and expense in so busy and lean a year, but there is one thing more that I retain and proves a source of daily gratitude. It is the memory of meeting, face to face, the men and women of my profession from all parts of this nation and the world. To feel their hand-clasp, to swap yarns, to hear directly what they are doing, and to have them call you by your first name that is the greatest recompense of all.—Harry H. Haw, President, California Elementary School Principals Association Southern Section; Principal, Alice Birney School, San Diego.

THE Wednesday evening general session was most unique for breadth as well as height in the scope of its personnel. Six important subjects concerning teachers were discussed for two hours by six groups. Each group had several participants besides an outstanding leader. Co-operative effort was finally illustrated, especially in Group V dealing with "Credit Unions," an activity whose success and value is one of the best examples of group action to meet an economic need.—Thomas A. Walton, Treasurer, San Diego Teachers Association.

TO me the three outstanding parts of the Denver meeting were: First, the great vesper service address by Bishop Francis J. McConnell, on Sunday evening, on the subject, "The Higher Leadership"; second, the panel jury discussion on academic freedom, on July 3, in which the star performers were easily President George W. Frasier, of Colorado State College, and M. R. Owens, State Department of Education, Little Rock, Arkansas; third, the July 4 session, at which two great speakers addressed the convention, namely, Governor McNutt of Indiana, and Honorable Gerald P. Nye; the latter spoke on "Munitions Investigation by the U. S. Senate." In my opinion, the discussion on academic freedom was of the greatest significance to us as educators.—Samuel H. Bowman, Los Angeles.

THE personnel of the Delegate Assembly was the most striking feature of the 1935 convention of the National Education Association. The best single measure of the status of American Education is a close-up view of the nation's educators. From the 48 states, Alaska, Hawaii, the Philippines, and Puerto Rico, this great body of delegates gathered. They were a fairly accurate cross-section of the nation's educators. The assembly was a fine-looking body of intelligent men and women; no observer could fail to sense the dignity and strength behind public education in America today.

Three measures brought out the character of the Assembly; the suggested amendment to the charter concerning the permanent fund (an amendment which failed), and the resolutions adopted on academic freedom and tenure. The California delegation, being the second largest, carried great weight in determining policies. Judging both by the debate and the voting in the business sessions, the Delegate Assembly was neither over-cautious nor radical; it was sensible, and at the same time, courageous.—Dean G. Smith, Oakland.

TEACHER organizations in many states are fumbling at objectives which were finished business in California 10, 15, and 20 years ago. Many more states have not even started to fumble. At public relations panels we tried to "do something about it." We formed a national association of educational public relations directors. Then we passed a resolution asking that the N. E. A. organize a public relations field service to provide expert "on the ground" assistance to states in which teacher activity is weak, to the end that public relations work, soundly organized, be set in motion in every state in the Union.—W. Harold Kingsley, Director of Public Relations, California Teachers Association Southern Section.

ATENDING my first N. E. A. convention, the outstanding impression gained was that of the vital part being played by representative teachers organizations, both state and national, on behalf of the youth of today. In this period of change, I was profoundly impressed by the sincerity and value of these organizations as their members co-operatively sought solutions to their many problems. Out of this effort, the high note, which sounded most clearly to me, was the necessity of united action, as well as of purpose, in the best interests of education.—Frederic T. Shipp, President, Santa Clara County Teachers Association.

THE convention was inspiring and thoughtfully arranged. A new realization of letting youth have part in civic problems was the keynote of many sessions. The English session Monday was excellent. The home economics session merits praise.—Sabra M. Hayden, Sacramento.

HIGHER leadership necessitates clearly-defined social aims and co-operative effort. Let the child alone and change the community. Form friendly relationships. Character education is the result of good relationships. A code cannot be given, but developed by group decisions in situations faced. Newspapers can make home, church, and school more important. Respect for personality begets self-respect. Adult education can help democracy to survive in that "race between education and ignorance which destroys democracy and supplants it with dictatorship." How can a nation not yet believing that changes are needed bring itself to see and plan and make changes? If the teacher is neutral, has no convictions, he is an unfit leader of youth.—Anne Loomis Shepard, Principal, Rockdale School, Los Angeles.

THE English-Speaking Union gave a delightful tea at the Denver Country Club to some members of the delegation. It furnished a pleasant interlude in the form of a charming entertainment in restful surroundings in the heart of the city.

A meeting of minor importance, but of major interest, took place at the West High School—the National Association of Student Government Officers met there to discuss their problems. The manner in which the meeting was conducted deserves the greatest commendation and their discussions were of the greatest interest.—Mrs. Alice Wilson, San Francisco.

EFFORTS to safeguard the interests of youth are embodied in the resolutions for 1935. Federal aid, academic freedom, the greater use of the forum for the masses and the development of curricula that provide guidance and experience in social ways of living,—all of these considerations indicate the vision of our N. E. A. and should inspire all educators to pledge loyalty to its activities.

A concrete suggestion of integration that embodies life experiences was developed in the exhibit at East Denver High School.

Thanks and congratulations are due those persons who were responsible for the arrangements for the enjoyment of those who went on the special train. We all had a fine trip.—Harriet C. Shadforth, Brea.

THE convention was notable for the courageously militant constructive spirit with which were faced many of the educational problems pressing for action now. The problems were viewed with heartening realism and at the same time there seemed to be an intelligent optimism that facts, practice and theory could be used to give this nation an educational system adequate for its needs.

But the high point of the entire week for most teachers must have been the revelation on Independence Day evening by Senator Gerald P. Nye of "The Munitions Investigation of the U. S.

Senate." The ugly facts of national exploitation for munitions profits which he revealed should be engraved on the consciousness of every teacher.—Bailey W. Howard, President, Pasadena Teachers Association; Chairman, Physical Science Department, Pasadena Junior College.

IN the three meetings of the Department of Adult Education, discussion was devoted principally to the topic, "Education of Leaders for Adult Education with its Implication for Consideration of Goals and of Methods and Materials of Instruction." Progress was made in analyzing the objectives of adult education and setting up procedures and standards for training leaders. Emphasis was placed on the necessity for "continual intelligent study of desirable changes in social life" rather than plan an adherence to any particular panacea.—George C. Mann, Chief, Division of Adult and Continuation Education, State Department of Education.

THIS convention being my first, naturally some of the outstanding highlights were those which gave me the best insight into the workings of the association itself. I think it is a good deal of a revelation to a newcomer to know just what the N. E. A. is. Another thing which interested me greatly was the dignity and ease with which the business sessions were carried out.

The place that radio is playing in education was interesting. It only seems right and just that people who are deprived of an education should have the opportunity to better themselves through the medium of the air.—John H. Palmer, Principal, Placerville Grammar Schools.

DURING lunch and study periods, movies form a definite part of the curriculum, because they solve administrative and housing problems, are a source of economy and a worthwhile educative tool.—L. K. Meola, Cleveland, Ohio; reported by Henry Kerr, Fresno.

PROFESSOR KILPATRICK'S analysis of the attitudes of various groups toward the function of the school in our present civilization seemed outstandingly significant and timely. The schools must accept responsibility for building social understanding. Socially intelligent citizenship cannot obtain unless there is a full discussion in our classrooms of all appropriate social, economic, and political problems. Only as education contemplates actual conditions is it real and capable of making a contribution to the maintenance of the essential ideals of a democracy.—Helen Heffernan, Chief, Division of Elementary Education and Rural Schools, California State Department of Education.

The Credit Union Panel

GEORGIA B. PARSONS, *President*
Los Angeles Teachers Credit Union

ONE of the outstanding features of the convention at Denver was the panel discussions. On Wednesday evening six such discussions were held. The topics ranged through such subjects as academic freedom, economic status of the teacher, the teacher as a citizen, character, teachers health, and credit unions.

The Credit Union panel was well attended. There were eight speakers led by C. R. Orchard, director, Credit Union Section, Farm Credit Association. The teachers need for credit facilities was pointed out. The long list of teachers names who appeared on the rolls of the small-loan lenders and loan-sharks in Pittsburgh bore out the statement. A survey was made in this city with results that were amazing to school people. It was brought out that due to sickness, accident, and the need for money for taxes, rent and other living expenses, as well as the constructive loans—such as money for summer school courses or the “down payment” on a car, etc., teachers had to borrow. Since in less than 15% of the cases teachers have no credit facilities such as collateral, that banks can recognize, they are compelled by necessity to resort to small-loan company or even to the unlicensed money-broker.

The panel further stressed the simplicity with which Credit Unions are set up. Only seven persons are necessary to organize a Credit Union. There should be possibly around 75 or 100 persons eligible for membership. This group should have community of interest, homogeneity being another of the fundamental principles of Credit Union.

Dr. Joy Elmer Morgan, editor, National Education Association Journal, is a sincere believer in Credit Unions. He sees in them great possibilities, not only in the thrifty side of building up one's estate and providing for credit facilities, but from an educational side,—that of learning to handle one's own money affairs. Dr. Morgan says: “The idea back of the Credit Union is that there should be co-operative financial service among a small group of people who are so closely associated with each other that they will understand one another's problems and needs. The group is purposely kept so small that all the bookkeeping and administrative work can be carried on by volunteers without compensation. These advantages are lost when the Credit Union is allowed to become too big. If the

number becomes too large, personal acquaintance is not possible and the necessity arises for paid workers. The Credit Union then tends to become another commercial bank. Perhaps the best size is somewhere under 300 members.”

* * *

Train Adults of America

THE recognition that “education is a continuous process” seemed to receive repeated recognition during the convention. If democracy is to function, it will be because the urgent problems of social and industrial life are impressed, not only upon the youth, but upon the adults of the country who are attempting to “muddle along” to the solution of crucial issues in our national life. The schools have a new challenge to develop the organization and techniques of adult education to guarantee an opportunity for citizens to make impartial investigation of the evidence upon which socially intelligent decisions may be made.—Mrs. Gladys L. Potter, Assistant Chief, Division of Elementary Education and Rural Schools, State Department of Education.

* * *

New Retirement Salary Law

(Continued from Page 23)

probable that the Retirement Commission will offer options to teachers at the time of retirement similar to those offered by annuity companies. For the teacher with a dependent wife or husband, the joint and survivor type of option will be of interest.

Many teachers may wish to make the monthly 4% proposal a savings plan. The state will afford an absolutely safe depository, and there are relatively small overhead charges so that the interest which may be earned should be much greater than can be obtained in a savings bank.

In the opinion of the writer the revised law, while by no means perfect, is a distinct improvement over the original law of 1913. The retirement fund is relatively speaking much safer; and the provisions made for additional retirement allowances will eventually serve to make the retirement system in this state much more effective than formerly.

It is recommended that the teachers of the state study with a great deal of care the matter of the option offered to teachers now in service, and to accept its provisions if at all consistent with present welfare.

New Retirement Law

(Continued from Page 29)

fund such a retired person shall be considered as an active teacher at the time of death, until the first annuity payments becomes due, any person may elect to receive his retirement annuity in an annuity payable throughout life, or he may elect to receive the actuarial equivalent at that time of his annuity in a reduced annuity payable throughout life with the provision that:

Option 1. If he dies before he has received in annuity payments the present value of his annuity as it was at the time of his retirement, the balance shall be paid to his legal representatives or to such persons as he shall nominate by written designation duly acknowledged and filed with the board; or

Option 2. Upon his death, his reduced annuity shall be continued throughout the life of and paid to such person as he shall nominate by written designation duly acknowledged and filed with the board at the time of his retirement; or

Option 3. Upon his death, one-half of his reduced annuity shall be continued throughout the life of, and paid to such person as he shall nominate by written designation duly acknowledged and filed with the board at the time of his retirement.

CHAPTER IV—PUBLIC SCHOOL TEACHERS' RETIREMENT SALARY FUND BOARD.

Article I—Organization.

5.940. The state board of education shall constitute the public school teachers' retirement salary fund board.

5.941. The president and secretary of the state board of education shall be the president and secretary, respectively, of the public school teachers' retirement salary fund board.

Article II—Meetings.

5.950. The public school teachers' retirement salary fund board shall meet at least once every three months.

CHAPTER V—FUNDS

Article I—Establishment of Funds.

5.980. There are hereby established three funds in the State treasury to be known, respectively, as the public school teachers' retirement salary fund, the public school teachers' permanent fund and the public school teachers' annuity deposit fund.

5.981. There is hereby established the Public School Teachers' Retirement Investment Board,

which shall consist of the State Superintendent of Public Instruction, the State Director of Finance, the State Controller and two teachers appointed by the State Board of Education for a four-year term. The board shall annually elect two of its members as president and secretary respectively. Actual expenses incurred by members by reason of attending meetings of the Public School Teachers' Retirement Investment Board shall be paid from the public school teachers' permanent fund and the annuity deposit fund.

5.986. In reckoning the time of service of any person subject to the burdens of this Part, all service rendered by such person on account of which he is compelled to make a contribution to the public school teachers permanent fund under the provisions of this Part shall be counted as part of the service required for retirement, but no person shall be credited with more than one year of such service in any school or calendar year.

Article II—Care of Funds.

5.990. The Public School Teachers' Retirement Salary Fund Board, subject to the provisions of this Part, shall have power, and it shall be its duty through its president or other officer designated by it for that purpose to audit all claims and demands for money expended or authorized to be expended by it, and certify all claims and demands against the public school teachers' permanent fund and the public school teachers' retirement salary fund, including all retirement salary demands, and the public school teachers' annuity deposit fund, to the State Controller, who shall draw his warrant therefor upon the State Treasurer, payable out of said fund.

5.991. No demands shall be allowed except after resolution duly passed at a meeting of the board by a majority of its members, which adoptions shall be attested by the secretary.

5.992. The board shall make rules and regulations not inconsistent with the provisions of this Part, which shall have the force and effect of law. Such rules and regulations shall:

5.993. Establish a system of accounts showing the condition of the public school teachers' permanent fund, the public school teachers' retirement salary fund, and the public school teachers' annuity deposit fund, and receipts and disbursements for and on account of said funds.

5.994. Prescribe the form of warrants, vouchers, receipts, reports and accounts to be used in respect to said funds.

Article III—Public School Teachers'
Permanent Fund.

5.1000. The public school teachers' permanent fund shall be made up of all moneys received from the following sources, or derived in the following manner:

5.1001. All contributions made by teachers as hereinafter provided;

5.1002. The income and interest derived from the investment of the moneys contained in such fund;

5.1003. Five per cent of the taxes collected during the fiscal year ending July 1, 1913, and each fiscal year thereafter under the inheritance or transfer tax laws of this state, which said amount shall be and is hereby appropriated and set aside to constitute part of the public school teachers' permanent fund.

5.1004. It is hereby made the duty of the state controller, at the beginning of each fiscal year, including the fiscal year ending July 1, 1914, to transfer from the general fund to the public school teachers' permanent fund an amount equal to five per cent of the total sum paid into the state treasury during the preceding fiscal year on account of inheritance taxes;

5.1004½. A semi-annual contribution shall be made by each school district or other agency employing any persons subject to the burdens of this Part, of a sum equal to six dollars for each person so employed. It is hereby made the duty of each county auditor to deduct from the apportionment of State funds received from the State Controller in the month of April of each year a sum equal to six dollars for each person employed who is subject to the burdens of this Part, and to make a deduction on the same basis from the apportionment of State funds received in the month of October of each year. The amounts so deducted shall immediately be paid by the county auditor to the State Treasurer for credit to the public school teachers' permanent fund. Remittances to the State Treasurer of six dollars for each person employed who is subject to the burdens of this Part must be made in April and October of each year by each employing agency on whose behalf the county auditor does not receive apportionments of State funds. In the case of county superintendents of schools and certificated employees of county superintendents of schools, remittances to the State Treasurer of six dollars for each such person serving in any county must be made in April and October of each year by the county auditor of the county in which such persons is serving and such remittances shall be paid from the general fund

of the county. In cases where persons subject to the burdens of this Part are employed by the State, remittances to the State Treasurer of six dollars for each person so employed must be made in April and October of each year by the disbursing officer of the institution where such persons are employed, and such remittances shall be made out of funds provided for the support of such institution. Amounts due the public school teachers' permanent fund under this section shall be calculated on the basis of the number of persons subject to the burdens of this Part as shown by the last pay rolls prior to April fifteenth and October fifteenth respectively.

5.1005. All donations, legacies, gifts and bequests, which shall be made to such fund, and all moneys which shall be obtained or contributed for the same purposes from other sources;

5.1006. Appropriations made by the state Legislature from time to time to carry into effect the purposes of this Part.

5.1007. Every public school teachers' annuity fund existing, on the tenth day of August, 1913, in any city, county, or consolidated city and county, established under the provisions of "An act to create and administer a public school teachers' annuity and retirement fund in the several counties and cities and counties in the state," approved March 26, 1895, as amended, shall be delivered to the state treasurer and by him turned into the public school teachers' permanent fund created by this Part, and shall be added to and become a part of the permanent fund provided for by this Chapter.

5.1008. It is hereby declared to be the intention of this Part that there shall be an annual accumulation of funds amounting to ten thousand dollars per year in the public school teachers permanent fund and no transfer of moneys derived from any source shall be made which shall interfere with or prevent the annual accumulation of moneys in the public school teachers' permanent fund to that extent.

5.1009. The Public School Teachers' Retirement Investment Board shall have power and it shall be its duty to invest the moneys in the permanent fund in securities, to deposit such securities with the State Treasurer, and to make the sale of such securities when in its judgment such sale will be advisable. The State Treasurer shall collect the income from investments of the fund and interest and dividends thereon.

None of the moneys in the public school teachers' permanent fund shall be invested in any securities except those in which the funds of savings banks may be legally invested.

The State Controller is authorized to draw his warrant upon the public school teachers' permanent fund in payment of duly audited claims arising out of investment of the moneys in said fund.

5.1010. Should any person who has made contributions to the public schools teachers' permanent fund from or after July 1, 1935, cease to be subject to the burdens of this Part except by death or retirement under the provisions of this Part, the total of all contributions which he has made to the fund from and after July 1, 1935, shall be returned to him on demand in one sum, without interest. Should any person again become subject to the burdens of this Part, after any of his contributions to the public school teachers' permanent fund have been returned to him as provided in this section, he shall thereupon repay to the fund the amount previously returned to him with interest at the rate of four per cent per annum, compounded annually, from the date on which he received the return of his contributions, and such repayment may be made in installments in accordance with rules and regulations established by the Public School Teachers' Retirement Salary Fund Board.

5.1011. Upon receipt of proper proofs of the death of a person who has made contributions to the public school teachers' permanent fund from or after July 1, 1935, before a retirement salary has been granted to him, the total of all contributions which he has made to the fund from and after July 1, 1935, shall be returned in one sum, without interest, to his estate or to such person as he shall have nominated by written designation duly filed with the board.

Article IV—Public School Teachers' Retirement Salary Fund.

5.1020. The public school teachers' retirement salary fund shall be made up of such moneys as shall be transferred from time to time under the authority of this Part from the public school teachers' permanent fund.

5.1021. It shall be the duty of the state controller and of the state treasurer to make, when notified by the public school teachers' retirement salary fund board, or by the state superintendent of public instruction, under authority of this Part, transfers of such amounts from the public school teachers' permanent fund to the public school teachers' retirement salary fund as will be sufficient to meet the claims which may be legally drawn against said public school teachers' retirement salary fund.

5.1022. No part of any sums derived from any public school teachers' annuity fund existing in any city, county, or consolidated city and county, at the time of the adoption of this Part shall ever be transferred from the public school teachers' permanent fund, but the income and interest derived from the investment of these or any other moneys which have been paid into the public school teachers' permanent fund may be transferred under authority of this Article.

5.1023. The secretary of the Public School Teachers' Retirement Salary Fund Board shall report to the board at each quarterly meeting the amount necessary to pay the retirement salaries for the succeeding quarter, and thereupon the said board shall notify the State Controller and by resolution, duly adopted, shall direct him to make transfer of the needed amount from the public school teachers' permanent fund to the public school teachers' retirement salary fund.

It shall be the duty of the State Controller thereupon to make such transfer and to notify the State Treasurer in order that he may make corresponding entry in the records of his office.

5.1024. When claims for payment of retirement salaries have been duly audited under the provisions of this Part, the controller shall draw his warrant therefor upon the public school teachers' retirement salary fund.

Article III—Powers and Duties of the Board.

5.960. The public school teachers' retirement salary fund board, subject to the provisions of this Part, shall have the powers and duties prescribed by this Article.

5.961. To approve and allow retirement salaries of public school teachers entitled to the same under the provisions of this Part.

5.962. To require the boards of education, school trustees, and other public authorities, and all officers having duties to perform in respect to the contributions by teachers and school districts and other employing agencies to the public school teachers' permanent fund and public school teachers' annuity deposit fund to report to the board from time to time as to

5.963. To employ such expert and clerical assistance and purchase such supplies and equipment as may be necessary for the administration of this Part and to pay the same out of the teachers' permanent fund. The amount expended for this purpose shall not exceed two per cent of the total income for any fiscal year.

5.964. To prescribe the duties of the secretary and other officers of the board.

5.965. To conduct investigations in all matters relating to the operation of this Part, and

to subpoena witnesses and compel their attendance to testify before it in respect to such matters.

5.966. In the performance of the duties of the board, each member and secretary thereof may administer oaths and affirmations to witnesses and others transacting business with the board.

5.967. The board shall make rules and regulations not inconsistent with the provisions of this Part, which shall have the force and effect of law. Such rules and regulations shall:

5.968. Provide for the conduct and regulation of the meetings of the board and the operation of the business thereof;

5.969. Provide for the enforcement and carrying into effect of the provisions of this Part;

5.970. Regulate the duties of boards of education, school trustees and other school authorities, imposed upon them by this Part, in respect to the contributions by teachers to the public school teachers' permanent fund, and the contributions by school districts and other employing agencies to the public school teachers' permanent fund, and the deposits by teachers in the public school teachers' annuity deposit fund, and the deduction of teachers' contributions and deposits from the teachers' salaries.

5.971. The board shall annually declare the rate of interest to be credited to the deposits of teachers in the public school teachers' annuity deposit fund, which shall not exceed the net interest earned on the assets held by the fund.

5.972. Before any retirement annuities are granted from the public school teachers' annuity deposit fund, the board shall adopt for the said fund such tables as are necessary to determine the actuarial equivalent of the accumulated deposits credited to members who are entitled to receive retirement annuities under the provisions of this Part. Before adopting such tables, the board shall secure the recommendation of a qualified actuary; an actuarial review of the tables shall be made at least once in each five years, and on the basis of such review the board may adopt new tables for fixing retirement annuities thereafter granted.

Article V—The Public School Teachers' Annuity Deposit Fund.

5.1025. The public school teachers' annuity deposit fund shall be made up of all moneys received from the following sources, or derived in the following manner:

5.1026. All deposits made by teachers as hereinafter provided:

5.1027. The income and interest derived from the investment of the moneys contained in such fund;

5.1028. The Public School Teachers' Retirement Investment Board shall have power and it shall be its duty to invest the moneys in the public school teachers' annuity deposit fund in securities; to deposit such securities with the State Treasurer, and to make the sale of such securities when in its judgment such sale will be advisable. The State Treasurer shall collect the income from investments of the fund and interest and dividends thereon.

None of the moneys in the public school teachers' annuity deposit fund shall be invested in any securities except those in which the funds of saving banks may be legally invested.

The State Controller is authorized to draw his warrant upon the public school teachers' annuity deposit fund in payment of duly audited claims arising out of the investment of the moneys in said fund.

CHAPTER VI—ANNUAL CONTRIBUTIONS AND DEPOSITS BY TEACHERS.

Article I—Duties of Public School Teachers' Retirement Salary Fund Board.

5.1030. The Public School Teachers' Retirement Salary Fund Board, subject to the provisions of this Part, shall have power, and it shall be its duty to require the boards of education, school trustees and other public authorities, and all officers having duties to perform in respect to the contributions by the teachers to the permanent fund, and the deposits of teachers in the annuity deposit fund, to report to the board from time to time as to such matters pertaining to the payment of such contributions and deposits as it may deem advisable.

5.1031. The board shall make rules and regulations not inconsistent with the provisions of this Part, which shall have the force and effect of law. Such rules and regulations shall regulate the duties of boards of education, school trustees and other school authorities, imposed upon them by this Part, in respect to the contributions by teachers to the public school teachers' permanent fund, and the deposits of teachers in the public school teachers' annuity deposit fund, and the deduction of such contributions and deposits from the teachers' salaries.

5.1032. The Public School Teachers' Retirement Salary Fund Board is hereby authorized to refund to the person paying the same, any contributions, sums or deposits paid into the public school teachers' permanent fund or an-

nulty deposit fund through mistake, inadvertence or error.

Article II—Payment of Contributions to Permanent Fund.

5.1040. Each person subject to the burdens of this Part shall contribute twenty-four dollars each school year to the public school teachers' permanent fund for such period of time as such person is subject to the burdens of this Part, but for not less than thirty years.

5.1041. The contribution required by this Article shall be deducted by the county auditor, school trustees or other disbursing officer from the salary of each person subject to the burdens of this Part, and shall be paid semi-annually by warrant of the district or other employing agency to the superintendent of schools of the county, who shall issue a receipt to the person from whose salary the deduction was made. A proportionate amount of the annual contribution shall be deducted from each salary payment, corresponding to the period covered by such salary payment.

5.1047. Any teacher applying for retirement under this Part offering service outside of this State, performed after January 1, 1914, shall be required to pay in addition to twenty-four dollars for each year of such service, an amount equal to five per cent interest per annum on the twenty-four dollars for each year of such service, beginning with the date upon which the final payment of each year would have been due had the teaching been done in this State, and the payment of such dues and interest may be made at any time before retirement, or, if not made before retirement may be made at the time of retirement, or may be withheld from the retirement salary after the manner provided in Article III of this chapter.

5.1048. Any teacher who claims exemption from the provisions of this Part and later applies for retirement under this Part shall be required to pay in addition to twenty-four dollars for each year of service performed after January 1, 1914, an amount equal to five per cent interest per annum on the twenty-four dollars for each year of such service beginning with the date upon which the final payment of each year would have been due if the teacher had not claimed exemption and the payment of such dues and interest may be made at any time before retirement, or, if not made before retirement may be made at the time of retirement, or may be withheld from the retirement salary after the manner provided in Article III of this chapter.

Article III—Amount Which Must be Paid to Receive Benefits from Public School Teachers' Retirement Salary Fund.

5.1060. The amounts which persons otherwise eligible to the benefits of this Part are required to pay to secure the benefits of this Part are as follows:

No person heretofore retired on account of physical or mental incapacity under the provisions of any one of the laws hereinbefore referred to shall be entitled to the benefits of this Part who has not paid into the fund or funds hereinbefore referred to an amount equal to twenty-four dollars per year for each year of service credited to such person at the time of his retirement.

No person hereafter eligible to retire under the provisions of Article III of Chapter III of this Part shall be eligible to receive the benefits of this Part who shall not have paid into the fund or funds herein referred to an amount equal to twenty-four dollars for each year of service, but for not less than thirty years.

No person hereafter eligible to retire under the provisions of Article IV of Chapter III of this Part shall be entitled to the benefits of this Part who shall not have paid into the fund or funds herein referred to an amount equal to twenty-four dollars for each year of service credited to such person at the time of his retirement.

5.1061. The difference between the amounts actually paid by such person and the amount that would have been paid by such person at the rates herein provided if such payments had been begun with the first year of teaching service and continued regularly thereafter, but not less than seven hundred twenty dollars, except in case of retirement by reason of physical or mental incapacity, may be paid into said fund by such person at the time of retirement, with the same effect as if such payments had been begun with the first year of teaching service and continued regularly thereafter, at the rates herein provided.

5.1062. Or the sum of five dollars per month, or in the case of persons retired on account of physical or mental incapacity, the sum of four dollars per month, may be withheld from the person's retirement salary until the amounts so withheld shall equal the difference between the amount that would have been paid by such person at the rates herein provided, if such payments had been begun with the first year of teaching service and continued regularly thereafter, and the amount theretofore paid into said permanent fund, or partly into said permanent

fund and partly into the public school teachers' annuity and retirement fund, but not less than seven hundred twenty dollars except as otherwise provided in this Part.

Article IV—Deposits in the Annuity Deposit Fund.

5.1063. Deposits in the annuity deposit fund shall be made as follows:

(a) A compulsory monthly deposit of a sum equal to two dollars less than four per cent of his compensation earned for the month, beginning with the month of July, 1935, or with the first month thereafter in which the compensation is earned, shall be made by each teacher elected or appointed to teach in the public schools of this State on or after July 1, 1935, and subject to the burdens of this Part, and by each person otherwise becoming subject to the burdens of this Part on or after July 1, 1935. This compulsory deposit shall not be required of any person who was subject to the burdens of this Part at any time preceding July 1, 1935.

(b) Any person subject to the burdens of this part, but not subject to the compulsory monthly deposit, may elect to make monthly deposits in the annuity deposit fund of a sum equal to two dollars less than four per cent of his compensation earned for the month. Such election shall be made by written notice to the board, consenting and agreeing to the deduction which may not thereafter be revoked and stating the month in which such deposit is to commence.

5.1064. Each deposit to be made by any person in the annuity deposit fund shall be deducted from his monthly compensation and shall be paid semi-annually by warrant of the school district or other employing agency to the superintendent of schools of the county, who shall issue a receipt in duplicate to the teacher and to the clerk of the governing board of the school district, or in the case of any other employing agency, to the disbursing officer thereof.

5.1065. No deposit in the annuity deposit fund shall affect the obligation of the person to make contributions to the public school teachers' permanent fund as required by this Part. Every person accepting employment and subject to the compulsory deposit shall be deemed to consent and agree to all deductions from his compensation as provided in this Part.

5.1066. Notwithstanding any other law, rule or regulation affecting the salary, pay, compensation, other prerequisites or tenure of any person to whom this Part applies, or shall apply, and notwithstanding that the minimum salary,

pay, compensation or other prerequisites, provided by law for such person shall be reduced thereby, payment less said deduction of the amount for deposit in the annuity deposit fund and the contributions to the public school teachers' permanent fund as provided herein shall be in full and complete discharge and acquittance of all claims and demands whatsoever for service rendered by such teacher during the period covered by such payment.

5.1067. Deposits made by any person in the annuity deposit fund shall be credited to his individual account. Interest shall be credited to his individual account at the rate declared from time to time by the board, and the total of his deposits plus credited interest shall constitute his accumulated deposits.

5.1068. Should a person who has made deposits in the annuity deposit fund cease to be subject to the provisions of this Part except by death or retirement under the provisions of this Part he shall be paid on demand the accumulated deposits standing to the credit of his individual account in the annuity deposit fund.

5.1069. Upon the receipt of proper proofs of the death of a person who has made deposits in the annuity deposit fund, before a retirement salary has been granted to him, there shall be paid to his estate or such person as he shall have nominated by written designation duly filed with the board the amount of the accumulated deposits standing to the credit of his individual account in the annuity deposit fund.

5.1070. If any person who has made, or is required to make, deposits in the annuity deposit fund under the provisions of this article be employed by a school district or other employing agency which requires membership in, and contributions to, a local retirement system as a condition of employment, contributions to the annuity deposit fund shall not be required from him while he continues in such employment. At his option, however, he may continue to make deposits in the annuity deposit fund as provided in this Article. Any accumulated deposits standing to his credit in the annuity deposit fund shall so remain and withdrawal of accumulated deposits shall not be permitted while he is subject to the burdens of this Part.

Article V—Dispositions of Contributions and Deposits.

5.1080. The superintendent of schools of the county shall deposit the contributions and deposits weekly, or oftener, in the county treasury to the credit of the public school teachers' permanent fund, and the public school teachers'

annuity deposit fund, and not later than the fifteenth day of July of each year, and semi-annually thereafter, shall draw his requisition against the county auditor who shall draw his warrants in favor of the county treasurer for the full amount then on deposit to the credit of the said funds.

5.1081. The requisition of the county superintendent of schools shall be accompanied by a list giving the names of the teachers and the amounts paid by each teacher, which list shall be kept on file in the office of the county auditor and a duplicate of said list shall be sent by the superintendent of schools of the county to the secretary of the public school teachers' retirement salary fund board.

5.1082. The county treasurer shall, not later than ten days after the receipt of the warrant of the county auditor, forward to the state treasurer a remittance in the form of a bank draft, certified check, money order or money, covering the amount of such warrant.

5.1083. Upon receipt of the remittance the State Treasurer shall deposit the proceeds thereof in the State treasury to the credit of the public school teachers' permanent fund and the public school teachers' annuity deposit fund.

* * *

California Joe

CAXTON Printers, Ltd., Caldwell, Idaho, has issued an interesting book dealing with early California history; its title is "California Joe." The authors are Joe E. Milner and Earle R. Forrest. The doings of Moses Milner, who was known as "California Joe," are detailed in a most interesting manner. This pioneer of the great western plains left his home in Kentucky at the age of 14. With his long rifle he made a place for himself among the great characters of the West. His adventures as a soldier in the Mexican War with General Kearney, his travels with mountain men, his experiences in the Gold Rush of California are of great interest.

He traveled with Kit Carson, scouted for General Custer, and was an associate of Buffalo Bill's. His life, although comparatively short, was filled with romance of the genuine pioneer.

In addition to the story of California Joe, this volume, which contains 396 pages, contains an authentic account of Custer's last fight as told by Colonel William H. C. Bowen, a former United States army officer.—Review by Roy W. Cloud.

* * *

SCHOOL broadcasting in Finland has been extremely successful during the year 1934-35. A total of 80 hours of broadcasts was given for approximately 85,000 pupils in the 1700 schools which at that time were equipped with receiving-sets. Radio broadcasting in Finland is operated by a joint stock company in which the government owns 90% and various public institutions, unions, and newspapers, the balance.

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The School Hallowe'en Carnival

BERT F. STEELHEAD, *Principal, La Crescenta School*

IN many cases social values are difficult to segregate from the mass of human activities with which we deal as we daily strive to evaluate them. However, after a period of years we feel that the annual Hallowe'en Carnival has a definite place in our school affairs because it has proved beneficial both socially and financially.

Each year at Hallowe'en time both parents and teachers felt that the school should in some way provide suitable entertainment for the children of the community. They were sure that if some harmless form of activity were given, it would be psychologically sound because they would be substituting something good for something undesirable. As a result of conferences, a committee was appointed to prepare and present a workable program. This first carnival was held in the school auditorium in the evening of the Friday before Hallowe'en. The school was decorated in fitting style, children and parents wore costumes and patronized the eight different booths which had been arranged. The feature of the evening was the cooked-food booth, and it did a good business.

Neither on the carnival night nor on Hallowe'en Eve was any particular damage done to the school, and incidentally the P.-T. A. treasury was nicely rewarded. This occurred in 1928, and the custom has continued. The carnival held this year was easily the best and most successful of any to date. Some of the highlights should be told.

Each carnival proved to be such a financial success that the P.-T. A. now depends upon it to provide most of the money it uses during the year for student aid and other needs. Mrs. J. Russel Clark, our highly efficient president, selected and appointed committees to arrange and be responsible for each of the attractions and booths that was to be included in the carnival. This year we had 15 concessions and booths. What they were, and the profits of each are as follows:

1. Snow cone, popcorn	\$ 11.00
2. Show	7.00
3. Dart throw	2.81
4. Fortune telling	3.10
5. Candy stand	5.86
6. Old-quilt exhibit	2.31
7. Hot coffee	2.07
8. Candied apples, popcorn balls	2.71
9. Pony track	6.85

10. Midget auto track	12.49
11. Ball throw	5.14
12. Jitney supper	43.20
13. Cupcakes, cookies	6.09
14. Fish pond	4.35
15. Christmas cards	4.50

\$119.48

When you consider the fact that La Crescenta School has an enrollment of barely 300 pupils and that the district was severely damaged in recent floods, this appears quite a notable achievement. This last affair was held on the Friday night previous to Hallowe'en, which was on the following Wednesday; and not one bit of damage was done to the school property on either night.

Teachers and Children Worked, Too

Each teacher of the school worked with the P.-T. A. committees and assumed the responsibility for some booth or concession, and on Friday afternoon the teachers used the last hour or so of the school day as an activity period for the children to help in completing arrangements for the carnival. By doing this the children had a part in the work, which in turn created in them the right attitude toward the carnival; naturally they did not want to destroy their work or play pranks on others.

Not the least feature of the carnival was the costume parade. Judges were appointed, and prizes were awarded to many. The parade in fact was the climax of the evening's fun; it was scheduled for 9 p. m., and (believe it or not) it actually started at that time.

FUN was had by all, and that means children, parents, teachers, and friends. It meant hard work and long hours for many; nevertheless we all had fun, really! Anyone can easily see the socializing value of this affair, and the figures speak for themselves for the financial gain. It would not be fair to close until we give President Mrs. Clark, the teachers, the committee members, the children, and all others who helped a vote of thanks for their splendid and cheerful help. Since the ladies should have the last word, and generally do, here is what Mrs. Clark says about it:

The motive of the Hallowe'en Carnival is still twofold as in the early days, money making for the P.-T. A. and a social outlet for the Hallowe'en

activities of the children. There is still another benefit derived by the P.-T. A. Early in the school year the ladies begin making plans for this affair and so learn to know each other far better than they could in many months of formal meetings. Friendships and acquaintances are made which otherwise might never have existed. All of this helps to strengthen and build up the P.-T. A., which in turn helps the children and teachers.

* * *

U. S. C. New Adult Program

PARENTS and even grandparents are now given the opportunity to take regular college courses and earn university degrees in afternoon classes, according to a new adult educational part-time program announced by Dr. R. B. von KleinSmid, president of University of Southern California.

Held on the U. S. C. campus, the majority of classes are given from 3:30 to 5:50 p. m., under auspices of University College, beginning with the September term.

"People partially employed, those having leisure time, or students required to earn their way through college on this lower part-time scale of tuition, find this plan helpful," declared Dean Ernest W. Tiegs who is in charge of the program.

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CALL FOR BIDS FOR TEXTBOOK MATERIAL IN HISTORY FOR ELEMENTARY SCHOOLS

The State Board of Education of California hereby invites sealed bids or proposals on or before October 1, 1935, for the sale, or lease of the right to publish and distribute, in California, textbook material in history for pupils in the elementary grades of the public schools of the State of California.

Manuscripts or sample books of the above material should be submitted to the Secretary of the Board, 511 Library and Courts Building, Sacramento, California, not later than October 1, 1935.

Bids for the lease or sale of such rights, enclosed in a separate sealed envelope addressed to the Secretary of the Board, itemized according to specifications, and marked "Bids for textbooks in history for the elementary grades," must be submitted on or before the hour of 5:00 p. m. of October 1, 1935.

Alternative bids for supplying completed books, as specified above, in carload lots, f. o. b. Sacramento, Los Angeles, and San Francisco, will also be received.

The State Board of Education reserves the right to reject any and all bids that may be submitted.

Any and all books, in order to receive consideration for adoption, must conform to the following standard concerning grade placement of subject matter:

Grade 4: History stories of various people and countries.

Grade 5: Introductory history of the United States with some mention of other American countries and of territories and possessions of the United States.

Grade 6: Old world backgrounds, with chief emphasis on Europe but with some attention devoted to Asia, Asia Minor, and Egypt and to European expansion.

Grade 7 and 8:

a. History of modern Europe with emphasis on social and civic problems.

b. History of the United States with emphasis on social and civic problems.

c. History of California.

Additional information concerning the nature of bids or proposals, and the nature of textbooks, may be secured from the Secretary of the Board.

STATE BOARD OF EDUCATION

VIERLING KERSEY, Secretary.

Sacramento, California
July 12, 1935.

The New World

A record of recent programs

WEEKLY broadcasts NBC Western States Network, Mondays 9:30-10 a. m., California Teachers Association in co-operation with National Broadcasting Company. Programs directed by Arthur S. Garbett, Director of Education, Western Division, National Broadcasting Company, assisted by New World Ensemble, under direction of Louis Ford.

April 22—The Retiring Teacher. Earl G. Gridley, Secretary, C. T. A. Bay Section.

April 29—The Contribution of Adult Education to Re-employment. P. Errett Killion, principal, Sweetwater Evening High School; chairman, radio committee, San Diego County Teachers Association. Charles Pritchard, president, San Francisco Advertising Club.

May 6—Fads and Frills in Education. William G. Paden, superintendent, Alameda City Schools. Francis Wilzinski, Garfield Junior High School, Berkeley.

May 13—Progressive Education. C. F. Denham, superintendent of schools, Hanford; president, C. T. A. Central Section, Matilda MacCaughy, recreation director, Berkeley Tuolumne Camp.

May 20—What the American Legion Can Do for Education. James K. Fisk, adjutant, American Legion, Department of California. Mrs. Ethel M. Flynn (for Mrs. Baade), American Legion Auxiliary.

May 27—School Bands and Band Music. Max L. Gelber, director, instrumental music, Sequoia Union High School, Redwood City. Jack Lessard, trumpet player; Gladys Leddicot, accompanist.

June 3—The Little Child and the History Book. Mrs. Marian Gregg, principal, Luther Burbank School, Santa Rosa.

June 10—The Schools of Our Republic. Fred L. Thurston, executive secretary, California Teachers Association Southern Section, Los Angeles.

June 17—Business Looks at the College Graduate. Dr. Paul F. Cadman, associate professor of economics, University of California. Mrs. Helen Stewart, NBC.

June 24—Adult Education and the Joy of Life. Mrs. L. O. Anderson, Director of Adult Education, Washington State Department of Education, Olympia. Mr. Clarence Peterson, general manager, Phoenix Life Insurance Company, San Francisco.

July 1—The American Legion Auxiliary and the Schools. Mrs. Carrie Baade, president, American Legion Auxiliary, California. Bob Ford, Berkeley.

July 8—Rural Schools. B. O. Wilson, Contra Costa county superintendent of schools, Martinez. Helen Johnson, San Francisco.

July 15—The College Debating Club. Ralph W. Everett, professor of economics, American history and debating, Sacramento Junior College. John F. Janssen, University of California, Berkeley.

July 22—Your Castle and You. Frank R. Ben-

nett, city superintendent of schools, Tillamook, Oregon. KGW, Portland.

July 20—Western Poetry in the Schools. Harr Wagner, San Francisco.

August 5—Agriculture in the Schools. Professor John W. Gilmore, College of Agriculture, University of California, Davis. Jennings Pierce, Director of Agriculture, Western Division, NBC.

* * *

Give a Thought to Insurance

IF you are honest about it, aren't there some mornings when it is hard to get up when the alarm rings, down some breakfast, and go trotting off on the business of seeing that Youth is educated? Haven't you said to yourself, "I'd give almost anything if I didn't have to get up and go to school today?"

But what a difference it makes when something happens to prevent you from going—a "drippy" cold, a touch of flu, an enlarged and enraged appendix, a slip on the steps, a wrenched back, a broken arm, a highway accident, or a "keep-away" quarantine sign. Then all the fun of staying at home is ruined by worry—a great big worry as to how to pay the doctor, the nurse, and all the extra bills.

What a relief it is to know that at such times you've got a strong insurance company to come quickly to your aid with cash. No necessity to use up savings (if any), no dependency upon the generosity of relatives or friends. Just a simple business transaction that you made arrangements for when you were strong and well.

The insurance company records show that one out of five teachers is disabled each year. This means that the chances of continually dodging misfortune are pretty slim. Insurance doesn't cost much, and when your "rainy day" of misfortune does come along, it's a mighty nice thing to know that you're going to have a check coming in to help pay the bills.

* * *

In Memoriam

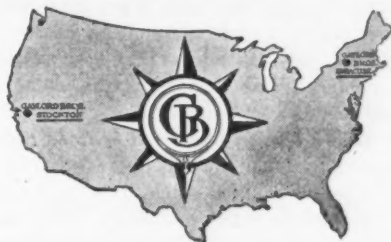
E. E. Brownell, 70; retired two years ago as superintendent of schools at Gilroy. For more than 30 years he was active in state educational circles and had a host of friends throughout California and the West.

J. R. Grinstead, 74, for nine years, beginning 1919, principal of Colusa high school. Mr. Grinstead returned recently from a tour of the Pacific Northwest with his family. He was born in Kentucky, but spent most of his life in California, and served as principal in numerous schools in Northern California.

* * *

WEST Coast Shells, by Josiah Keep, revised by Joshua F. Bailly, Jr., is a fully-illustrated description in familiar terms of the marine, fresh water and land mollusks of the United States, British Columbia and Alaska found west of the Sierras. This handsome volume of 350 pages is published by Stanford University Press. Keep's classical guide first appeared in 1887 and was revised in 1904 and 1911.

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SUNAPEE NEW HAMPSHIRE

A Recording Machine

RECENTLY an electro-vox machine was installed for the use of the public schools of Pasadena. Its use has been a practical one and has filled every expectation of its users. Only because of its location in an over-scheduled room at the Junior College is there not more use made of the instrument.

The machine is so built that it does not take a mechanic or technician to operate it. In fact, the best results come when it is operated by music or voice-minded operators. The instrument has a condenser microphone and radio. Records are made with Gottschalk process aluminium disks. From the radio, programs are picked up and recorded which music or social science classes can study at any time. For the cost of a little over a dollar, a recording can be made of an address and can be used in a class of social science. Likewise, when a composition being broadcast is desirable for study in the music appreciation classes, it can be put on record for that study. A great use also of the radio part of the equipment is to make recordings of broadcasts of students or of any member of the school system. These are especially

valuable in hearing just what actually went out over the air, and how it could be improved for public consumption. The programs to be broadcast are also made in the recording studio before they are given on the air and many errors and faults corrected to make the programs more pleasing and professional to the listeners when actually broadcast.

Another use to which the equipment is being put is in recording short plays, based on facts and written by the members of the Science Department of the Junior College. These recordings, of course, can be played over stations which will use such recordings, but the real use is to use them with phonographs in the science classroom. The first of these was a playlet based on the discovery of Galileo as to the speed of falling objects. The Music Department also has made two historical recordings, one based on folk songs as composed by Stephen Foster and the other on early California music.

But perhaps the largest use for the instrument is in recording the efforts of individuals in language classes, voice classes and classes in instrumental and vocal instruction. The members of the third year class in French each made a recording at the beginning of the semester, reading a text of which there are professional recordings. The comparison of the two gives the student inestimable value and clearly shows his or her faults which each hears. Then, at the close of the semester each member of the class will record the other side of the disk, thereby having a direct test on each side showing the improvement during the one semester. The indirect method of grading by the French teacher will be eliminated, and the grade given can in no way be contested, for the proof is recorded and can be played for any listener.

The Records are Inexpensive

Over 100 members of the voice classes have had records made. These short two-minute recordings, costing the students about 60 cents, show more faults and tell more to any one individual student when he hears his own voice than a voice teacher can tell any one student and be understood. These recordings are played in voice classes, and faults pointed out. The drastic part about it all is that the recordings will definitely tell their makers if their voices are not as fine as were thought to be. In instrumental music the same things are true as in voice recordings, and in addition the many faults in the techniques of playing are recorded. Real skill in playing for a recording without an error is seldom found, so carelessly do our students play their instruments. Tone and execu-



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tion faults and errors that pass the ear in concert or rehearsals are recorded and the fibre needle in replaying brings these to light.

To learn to speak well and interestingly is one thing. To hear one's voice in lecture from one recording is usually enough to cause that speaker to give much thought to changing the talking ruts into which he has allowed himself to slip. Here the debating team members, the faculty lecturers, and the school people who appear in public get great value from the instrument.

The instrument is self-sustaining in that the small prices charged the individual students leave a margin with which to purchase the necessary items for upkeep. All in all, the investment is more than worthwhile and is certainly finding a place in nearly every department in Pasadena's education on the secondary level. As time goes on it will become more and more used by the whole school system.

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Rehabilitation for the Handicapped

GLENN D. NEWTON, *Placement Supervisor, San Francisco*

THE philosophy of the Bureau of Vocational Rehabilitation, a part of the State Department of Education, was well stated by Dr. Harry D. Kitson in an address before the National Vocational Guidance Association this year.

"The idea to which we give allegiance is, that the individual in society is in danger of being swallowed up by the mass; that while measures are being taken to serve people in groups, insufficient provisions are made for the solution of the peculiar problems which confront individuals. And so, . . . we study the individual who falls under our care, try to discover his individual problems and endeavor to help him find solutions."

Dr. Kitson did not have the vocational rehabilitation of physically handicapped persons in mind at the time. He was speaking of the ideals of the National Vocational Guidance Association, but his statement being obviously true of the need of the non-handicapped person, is doubly true for the physically handicapped person. Vocational Rehabilitation begins with vocational guidance.

The problem must be considered in the same manner as that of the non-handicapped individual. The applicant has interests, aptitudes, aversions, and limitations; mentally, socially, and economically, as well as physically. His problem must first be studied from the standpoint of his personality and situation; the physical handicap merely adds another consideration which requires the counselor to be that much more exact.

The vocational program finally mapped out with the individual takes into account employment possibilities, in every instance. The Rehabilitation Representative becomes the confidante and counselor of the physically handicapped person and shares with him responsibility for the final outcome of the program. A program is never considered complete until the individual is actually employed. The representative is therefore a constant student of economic trends.

There are now over 2400 physically disabled persons receiving vocational training under the supervision of the personnel of the Bureau of Vocational Rehabilitation. Their training is being secured in private or public schools, by cor-

respondence, or on the job in employment training, as best fits the case.

For the benefit of those who are not familiar with the work of this Bureau, it is necessary to state that it has been in operation since 1921. The successful experiences of the Veterans Bureau in returning disabled soldiers to private industry by means of providing each of them with training in an occupation in which his disability would not be a handicap, led to the establishment of the same service within the State Department of Education for civilians. Any resident of the State, of sound mind, of employable age and who is vocationally handicapped by reason of physical disability is eligible for its services. This means, of course, men who are disabled at work who cannot return to work at their previous occupation, but it also includes students with congenital handicaps or with disabilities incurred during their early life, who have never entered into an occupation in which they can earn their living.

All Kinds of Handicaps

All kinds of physical handicaps are considered. The deaf, hard of hearing, blind, cardiac cases, orthopedic disabilities, disfigurements, spinal injuries, disease or other disability which may mean vocational handicap if the individual is not properly advised. The personnel of the Bureau through training and experience is ready to provide these persons with competent vocational counsel that will enable each of them to make a satisfactory adjustment. The service is free, and when found necessary, the actual vocational training is provided without cost to the applicant.

Those who do not require special training in order to overcome their handicap are referred to the special placement service conducted in conjunction with the Bureau, for physically handicapped persons. Jobs for which these persons are all ready prepared are referred to them. However, those persons who have been provided training by the Bureau are given preference.

TO secure the services of the Bureau of Vocational Rehabilitation for a physically handicapped person, it is only necessary to provide any one of the offices of the Bureau with the name and address of the individual. A representative will arrange an appointment for him

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in his office or at the prospect's home. The individual's situation will be carefully analyzed, and a program leading to his successful vocational adjustment will be planned with him.

Make Use of This Service

There are three district offices, four local offices, and two offices whose primary function is that of finding jobs for physically handicapped persons. The entire state is covered by traveling representatives. H. D. Hicker, chief of the Bureau and staff have headquarters in the Library Courts Building in Sacramento; J. M. Dodd, supervisor of the San Francisco District and staff are located at 303 State Building, San Francisco; W. E. Smith, supervisor of the Los Angeles District and staff have offices in the State Building in Los Angeles. The local offices are in San Diego, Stockton, Fresno and San Jose. There are placement offices in San Francisco, Eureka, and San Mateo. Any one of these offices will receive names of applicants and follow up, until service is rendered.

At the present time, too few educators are taking full advantage of the services thus made available for physically handicapped persons. Every teacher and administrator should be keenly alive to this relatively new service, thoroughly familiar with its work and ready to refer the names of all physically handicapped students to its offices, regardless of their economic status. The Bureau is accumulating specialized information, which should be considered as a form of special education to which all physically handicapped students are entitled to come into contact.

IOWA Child Welfare Research Station at Iowa City publishes a series of bulletins, "Child Welfare Pamphlets." These give parents and other interested persons recent scientific findings in a popular form. There are now 45 of these pamphlets, price 5 cents each. Complete list may be obtained by addressing the Station.

Franklin Lectures

FRANKLIN Lectures, a monthly magazine similar in form to the Reader's Digest, is published at Sunapee, New Hampshire. The initial number appeared in June. This journal is created for the publication of graduate school work.

The co-operation of all graduate schools and graduate school students is invited to assist in making this series interesting and valuable, not only to the students, research workers and educational institutions, but also to parents, literary clubs, societies and all individuals who may be interested in securing accurate, unbiased, and non-partisan work approved by leading educators in the highest fields of learning. (Price, \$3.50 a year; 35c a copy.)

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Coming Events

September 7-9—California School Teachers Association, fifth annual convention. Monterey and Pacific Grove.

September 13, 14—San Jose City Schools. Teachers Institute.

September 16-18—C. T. A. North Coast Section Convention and Teachers Institute. Eureka.

September 28—Cabrillo Day. California State holiday, honoring memory of John Rodrigues Cabrillo, Portuguese navigator, first white man to set foot on California soil.

September 30-October 4—21st National Recreation Congress. Sherman Hotel, Chicago.

November 25-27—Santa Clara County Teachers Institute. San Jose.

November 25-27—C. T. A. Bay Section Convention and Teachers Institutes. San Francisco and Oakland.

November 25-27—C. T. A. Northern Section Convention and Teachers Institutes. Sacramento.



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Patriotism for Parents and Teachers

(Continued from Page 7)

public school system has been managing public forums for adults on a city-wide plan for three years is indicative of what can be done. The current events forums in some night school schedules offer further illustration of public education in action. Other forum programs are being carried on which are worth studying and from which educators can learn much which will be helpful to them in preparing their public school systems to extend and improve forum discussion.

Parents and teachers have more in common than the effective education of children to be ready to take their places in the community. They have in common the improvement of the community and the Nation so that educated youth will have a place to take. They should be united in making American democracy work in the building of a better life for all. To me, that means active work for civic enlightenment, for public understanding of social problems. I hope all public school people will have the boldness to take their proper places as leaders in this movement to provide facilities for free public discussion of all important public problems.

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